1936-1937

CATALOG

BULLETIN OF

THE STOUT INSTITUTE

MENOMONIE » » » WISCONSIN

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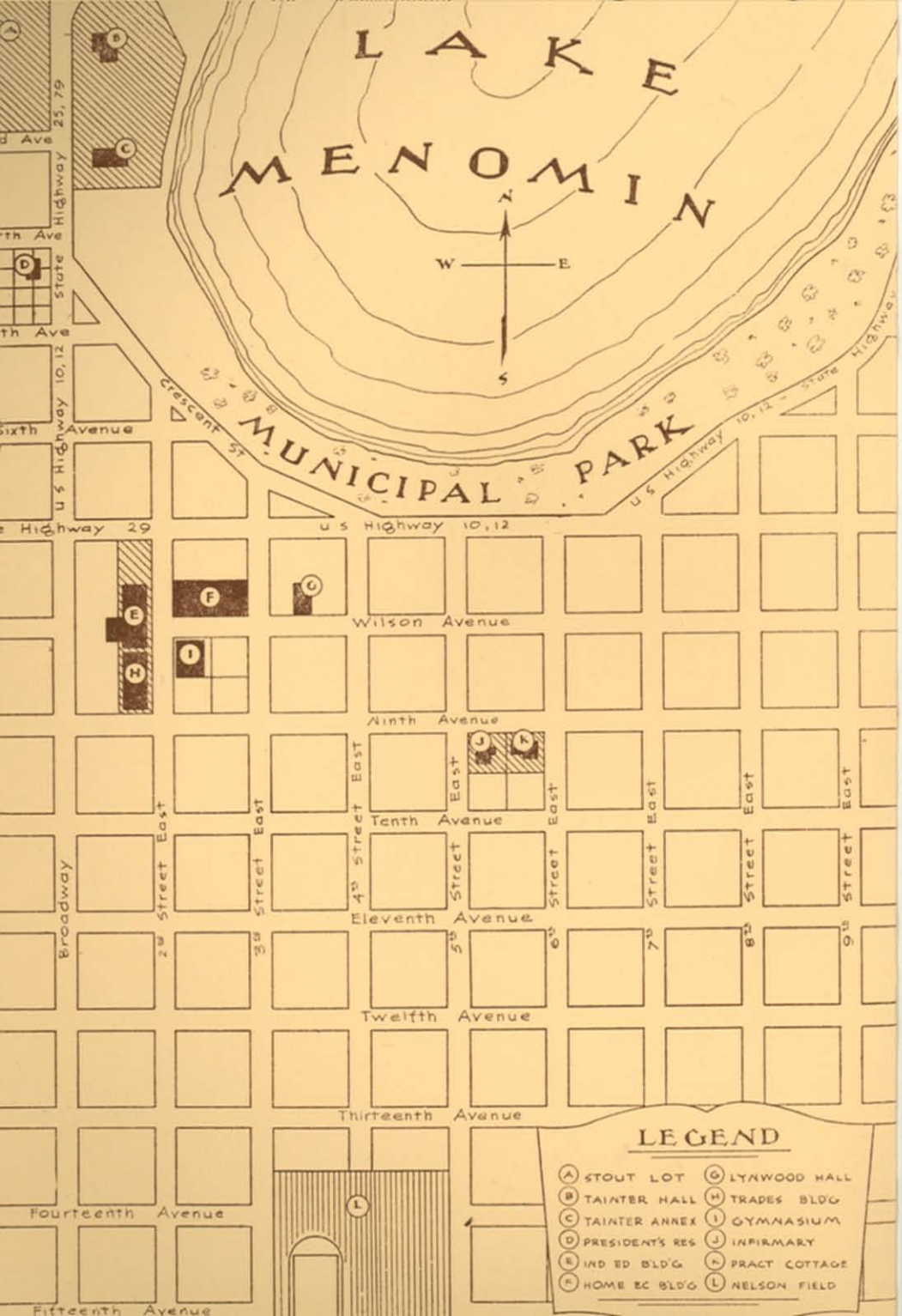
LAKE MENOMIN
N
W
E
S
MUNICIPAL PARK
Crescent St
U S Highway 10, 12
State Highway 25, 79
Sixth Avenue
Highway 29
Wilson Avenue
Ninth Avenue
Tenth Avenue
Eleventh Avenue
Twelfth Avenue
Thirteenth Avenue
Fourteenth Avenue
Fifteenth Avenue
Broadway
2nd Street East
3rd Street East
4th Street East
5th Street East
6th Street East
7th Street East
8th Street East
9th Street East
LEGEND
A STOUT LOT
B TAINTER HALL
C TAINTER ANNEX
D PRESIDENT'S RES
E IND ED B'LD'G
F HOME EC B'LD'G
G LYNWOOD HALL
H TRADES B'LD'G
I GYMNASIUM
J INFIRMARY
K PRACT COTTAGE
L NELSON FIELD

ANNUAL CATALOG
THE STOUT INSTITUTE

ANNOUNCEMENT
THIRTY-FOURTH YEAR
1936-37

GENERAL INFORMATION AND
COURSES OF STUDY FOR THE SCHOOL YEAR

Entered as second-class matter March 10, 1927 at the post office at Menomonie, Wis., under the act of August 24, 1912

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College Calendar

FOR THE THIRTY-FOURTH ANNUAL SESSION

OF

THE STOUT INSTITUTE

* * * * *

SECOND SEMESTER 1935-36

Monday, January 27, Registration Day for Second Semester.
Tuesday, January 28, Second Semester classes convene.
Sunday, May 24, Baccalaureate Address.
Friday, May 29, Commencement Day.

SUMMER SESSION 1936

Monday, June 22, Thirty-first Summer Session begins.
Friday, July 31, Summer Session closes.

REGULAR SESSION 1936-37

Monday, Sept. 14, Regular Session begins. Registration for Freshmen and other new students.
Tuesday, Sept. 15, Completion of registration for Freshmen and other new students.
Wednesday, Sept. 16, Registration for matriculated students.
Thursday, Sept. 17, Classes convene.
Thursday, Nov. 26, Thanksgiving Recess.
Monday, Nov. 30, Classes resume.
Friday, Dec. 18, Christmas Vacation begins.
Monday, Jan. 4, 1936, Classes resume.
Friday, Jan. 29, First Semester Ends.
Monday, Feb. 1, Registration Day for second semester.
Tuesday, Feb. 2, Classes convene.
Sunday, May 30, Baccalaureate Address.
Friday, June 4, Commencement Day.

Board of Trustees

(January 1, 1936)

* * * * *

Employee Members	**Term Expires**
Peter T. Schoemann, Milwaukee	1939
Emil Waldow, Green Bay	1941
John Wikstrand, Superior	1937
Agricultural Members	
Paul Weiss, Barnum	1941
Edw. R. Roll, Eau Claire	1939
J. E. Leverich, Sparta	1937
Employer Members	
Jessel S. Whyte, Kenosha	1939
John Barch, Milwaukee	1941
Ernest W. Schultz, Sheboygan	1937

Ex-Officio Members

John Callahan, State Superintendent of Schools, Madison
Voyta Wrabetz, State Industrial Commission, Madison

Officers of the Board

President: Ernest W. Schultz
Secretary: George P. Hambrecht, Madison.

Stated Meetings of the Board

Regular quarterly meetings of the Board are held on the third Monday of January, April, July, and October.

Officers of Administration

BURTON EDSAL NELSON, President.
CLYDE A. BOWMAN, Dean, School of Industrial Education. Director of Summer Session.
RUTH E. MICHAELS, Dean, School of Home Economics, Dean of Women.
J. ERLE GRINNELL, Director, Department of Liberal Arts.
GERTRUDE M. O'BRIEN, Registrar, Appointment Secretary.
MERLE M. PRICE, Dean of Men.
MARGARET E. SANTEE, Executive Secretary.
BRYARD M. FUNK, Business Manager.
JOSEPH T. BURNS, Chief Engineer.
RUDOLPH ROEN, Superintendent of Buildings.
THERESA STOLEN, College Nurse.
DR. JULIUS BLOM, College Physician.
GRACE M. DOW, Director of Halls and Housing, Hostess of Tainter Hall.
FREDA M. BACHMANN, Hostess of Tainter Annex.

* * * * *

LILLIAN M. FROGGATT, Librarian.
ROBERT BRUCE ANTRIM, Assistant Librarian.
MYRTLE STRAND, Assistant Librarian.

* * * * *

GWEN SURDSON, Office Assistant - Stenographer.
LARMON Z. PRICE, Office Assisstant - Stenographer.
AGNES WINSTON, Office Assistant - Stenographer.

Faculty

* * * * *

BURTON EDSAL NELSON, President.
Pennsylvania State Normal School, 1884; Western Normal College, B. S., 1891; M. S., 1895; High School Principal four years; Superintendent City Schools, Lewistown, Illinois, seven years; Superintendent City Schools, Lincoln, Illinois, four years; Superintendent City Schools, Racine, Wisconsin, fourteen years; President, The Stout Institute, 1923—

FREDA M. BACHMANN, Biological Science.
Miami University, Oxford, Ohio, 1907 A. B.; 1908 M. A., University of Wisconsin, Fellow in Botany 1908-1909; Assistant in Botany and Plant Pathology 1909-1912, Ph. D.; Milwaukee Downer College Asst. Prof. Botany and Bacteriology, 1912-24; University of Wisconsin, Instructor in Agricultural Bacteriology, 1914-24; The Stout Institute, 1924—

WILLIAM R. BAKER, Printing.
Northern Illinois State Teachers College, graduate 1913; Mergenthaler Linotype School, Chicago, graduate, 1928; Iowa State College, Ames, 1922-1923; The Stout Institute, B. S., 1925; Teaching Manual Arts, Fairbury, Illinois, 1913-1915; Printing Junior High School, Rockford, Illinois, 1915-1919; Sioux City, Iowa, 1919-1925; Waukegan, Illinois, 1925-1933; The Stout Institute, 1933—

CLYDE A. BOWMAN, Industrial Education.
River Falls, Wis., State Normal, Diploma 1907; Stout Institute Diploma, 1909; Columbia University Bachelor of Science, 1915; Graduate work, Columbia University, 1916, 1919; University of Wisconsin, M. S., 1927; Graduate work at University of Wisconsin, second semester, 1934-35; Director of Manual Arts, Stillwater, Minnesota, 1909-1911; Director Department Manual Arts, State Normal, Stevens Point, Wisconsin, 1911-1916; Instructor in Industrial Arts, Columbia University, 1916-1919; The Stout Institute, 1919—

ARTHUR G. BROWN, Education.
Macalester College, 1914 B. S.; Stout Institute, 1914; University of Wisconsin, 1928, M. S.; Instructor of Manual Arts, Le Suer, Minn., two years; Bottineau, North Dakota, one year; Head of Department of Manual Arts, Forestry State Normal School, Bottinaeu, North Dakota, four years; The Stout Institute, 1920—

MARY LOUISE BUCHANAN, Foods.
Iowa State College, Ames, Ia., B. S. 1915; M. S. 1927; Teacher of Foods, Cedar Rapids, Iowa, 1915-1921; Teacher of Foods, Omaha, Nebraska, 1921-1926; The Stout Institute, 1927—

GERTRUDE L. CALLAHAN, English.
State Normal School, Oshkosh, 1910; University of Chicago, Ph. B., 1912; University of Wisconsin, Ph. M., 1927; Teacher of English in Waupun, Wisconsin, 1913-1915; Teacher of English, Jamestown, North Dakota, 1916-1918; Milwaukee, 1920-1922; Madison, 1923-1925; Instructor in English, University of Wisconsin, 1919-1920; 1925-1927; The Stout Institute, 1927—

LILLIAN CARSON, Related Arts.
Earlham College, Richmond, Indiana; University of Chicago, Ph. B., 1919 and M. S. 1926; Instructor and Supervisor of Home Economics, Newcastle, Indiana, 1915-1918; Instructor, Related Art Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1919-1921; Assistant Professor of Home Economics, Lewis Institute, Chicago, 1921-1925; The Stout Institute, 1927—

HAROLD R. COOKE, Director of Music.
New England Conservatory of Music, Boston, Mass., 1925; Cello, composition, and operatic interpretation with Doctors Klein and Buxbaum, Vienna, 1926 and '27. University of Minnesota, 1932; Bachelor of Music, Minneapolis College of Music, 1933. Director of Music or of musical organizations in Rochester, Winona, Austin, Minn., and Boston, Mass.; The Stout Institute, 1934—

WALTER C. CRAWFORD, Physical Education, Coaching.
University of Illinois, B. S., 1928; Head Football and Baseball Coach and Assistant Basketball Coach, San Jose State College, San Jose, Calif., 1928-32; Freshmen Football Coach, University of Miami, Miami, Fla., 1933-34; The Stout Institute, 1935—

MARGARET WINNONA CRUISE, Nutrition.
University of Toronto, B. A., 1912; Columbia University, M. A., 1918; Teacher in Public Schools, Port Dover, Ontario, 1905-1907; Dietitian, Johns Hopkins Hospital, 1912-1913; Mount Allison College, Sackville, N. B., 1913-1915; University of Toronto, 1915-1917; Oregon State College, 1918-1920; MacDonald College, McGill University, 1921-1926; The Stout Institute, 1927—

FRED L. CURRAN, Supervisor of Practice Teaching.
State Normal School, Stevens Point, Wisconsin, 1905, The Stout Institute. Diploma, 1909; B. S., 1921; Teacher in Public Schools, 1898-1903; Principal State Graded Schools. 1905-1907; University of Minnesota, M. S., 1934; The Stout Institute, 1908—

JOHN MURDOCH DAWLEY, Political Science and Economics.
University of Minnesota, B. A. in Liberal Arts, 1926; LL. B. in Law, 1928; M A. in Political Science and Economics, 1930; Ph. D. in Political Science and Economics, 1932; Teaching Assistant at University of Minnesota, 1929; The Stout Institute, 1932—

H. F. GOOD, Auto Mechanics, Electrical Work, Science.
Iowa State College, B. S. in Electrical Engineering, 1913; B. S. in Agricultural Engineering, 1914; M. S. in Industrial Education, 1929; Instructor in Agricultural Engineering, Dunn County School of Agriculture, 1914-1918; The Stout Institute, 1918—

DANIEL GREEN, Machine Drafting.
Whitewater, Wisconsin, State Normal, 1900-1902; Mechanical Engineering, University of Wisconsin, 1902-1905; B. S., University of Chicago, 1914; M. A., University of Minnesota, 1932; Instructor and director of shop work and drawings, Des Moines, Iowa; Louisville, Kentucky; Marquette, Michigan, and Elgin, Illinois, 1906-1917; Head Department of Industrial Education, State Normal School, Macomb, Illinois, 1917-1918; Director Vocational Education, Richmond, Indiana, 1922-24; The Stout Institute, 1924—

JOHN ERLE GRINNELL, English.
University of North Dakota. B. A.; University of Minnesota, M. A. in Education, 1925; Stanford University, Ph. D., 1934;

Principal of high school, Cooperstown, N. D., 1921-1923; same, Pine City, Minn., 1923-1924; Head of English Department, Albert Lea, Minn., 1925-27; Dean of State School of Forestry, Bottineau, N. D., 1927-1930; assistant and instructor, University of Minn., 1930-1931; Stanford University, 1931-1932; The Stout Institute, 1932—

H. M. HANSEN, Advanced Woodwork.
The Stout Institute, 1918, Diploma; Forest Products Laboratory, Special Courses, 1920-1923; The Stout Institute, 1927, B. S.; Building Trades Experience, 16 years; The Stout Institute, 1912—

VIOLET M. HASSLER, Speech.
Kansas State Teachers College, B. S., 1925; Northwestern University, M. A., 1935; Instructor Speech Department, Kansas State Teachers College, Emporia, Kansas, 1925-1928; Northwestern University, 1928-29; The Stout Institute, 1929—

ALICE SHERFY HOUSTON, Director of Nursery School.
Lewis Institute, 1906-08; Ohio State University, B. S., 1924; Merrill Palmer School, Detroit, 1930-31; University of Washington, M. S., 1927. Teacher of Nutrition, Slippery Rock, Pennsylvania, State Teachers College, 1924-26; University of Southern California, 1927-28; U, S, Agricultural College, Logan, Utah, 1928-29; State Normal School, Bellingham, Washington, 1929-30; The Stout Institute, 1931—

LILLIAN JETER, Clothing and Related Art.
Kansas State Agricultural College, 1916, B. S.: Teachers College, Columbia University. 1925, M. A.; Fremont High School, Fremont, Nebraska, 1916-1919; Head, Home Economics Department, Nebraska Wesleyan University, Lincoln, Nebraska, 1919-1926; Teacher of Clothing and Textiles, Alabama College, Montevedo, Alabama, 1926-27; The Stout Institute, 1927—

HAZEL V. KEEFER, Home Economics Education.
Cornell College, B. S. in Home Economics and Education 1926; Iowa State College M. S. in Home Ec. Ed., 1932; Instructor in Gladbrook, Iowa, Home Ec. Dept., 1926-31; The Stout Institute, 1932—

FLOYD KEITH, General Metals, Sheet Metal.
River Falls Normal, Diploma, advanced course, 1915; The Stout Institute, B. S. Degree, 1922; Iowa State College, M. S. degree, 1929; three seasons recreational work, Winnipeg, Canada; five years Instructor in Industrial Work in Wisconsin High Schools; practical experience in the metal trades; The Stout Institute, 1922—

RAY F. KRANZUSCH, Auto Mechanics, and General Mechanics.
The Stout Institute, 1920-1921; Journeyman Electrical Construction and Repair, Five and One-half Years; Instructor in Electrical, Auto Mechanics, and Radio, Sheboygan High School, Sheboygan Vocational School, 1921-1924; The Stout Institute, 1924—

MILDRED L. LAWTON, Home Administration.
Union University, Jackson, Tenn., 1929, B. S.; Iowa State College, Ames, Iowa, 1931, M. S.; Grade Schools, Osceola, Mo.. 1924-28; High School Vocational Home Economics, Farmington, N. M., 1929-30; Advisor, Iowa State College, Ames, Iowa, 1930-31; The Stout Institute, 1931—

MABEL H. LEEDOM, Chemistry.
City Normal School, Dayton, Ohio, 1894; Stout Institute, Diploma, 1910; Teachers College, Columbia University, B. S., 1919; M. A., 1935; Columbia Schools, Dayton Ohio, 1895-1905;; The Stout Institute, 1910-1918; 1920—

RUTH M. LUSBY, Foods.
Univ. of Washington, B. S., 1918; Columbia Univ., M. A., 1920; Graduate work, Univ. of Washington, 1932-33; Dietitian, Swedish Hospital, Seattle, 1918-19; Director, Residences and Dinning Halls, Univ. of Washington, 1920-28; Professor and Department Head of Dept. of Institution Management, Iowa State College, 1928-31; The Stout Institute, 1933—

MARY M. McCALMONT, Chemistry.
Westminster College, New Wilmington, Pennsylvania, B.S.; Graduate Student, University of Omaha, Nebraska, 1911; University of Wisconsin, 1911-1912, M. S., 1921; Teacher in Public Schools, 1906-1907; Principal of High School and Supervisor of Music, Woodville, Ohio, 1907-1909; City Schools, Omaha, Nebraska, 1909-1911; The Stout Institute, 1912—

RUTH E. MICHAELS, Home Economics Education.
The Stout Institute, Diploma; University of Chicago, Ph. B., 1922; Columbia University, M. A., 1923; Director, Home Economics Department, Teachers' College, Cape Girardeau, 1905-11; Assistant Professor, Home Economics Division, Iowa State College, 1911-15; Dean, Home Economics Division, State College, Oklahoma, 1915-21; Assistant Professor, University of Pennsylvania, 1923-27; The Stout Institute, 1927—

H. C. MILNES, Machine Shop Practice, Foundry Work, Pattern Making.
Armour Institute, 1904-1906; The Stout Institute, 1928, B. S.; four years practical work in machine trades; Teacher of Manual Arts, Evansville, Indiana, 1909-1916; The Stout Institute, 1916—

MAMIE RUSSELL MUTZ, Related Art.
State Normal, Peru, Nebraska, Diploma, 1904; University of Chicago, Ph. B., 1916; Student, Art Institute, Chicago, 1907-1908; California School of Fine Arts, 1922-1923; State Normal, Peru, Nebraska, Critic, 1905-1907; Supervisor of Art Training School, 1908-1911; Director, Department of Art, 1911-1922; Colorado State Teachers College, Art Department, Spring and Summer, 1922; The Stout Institute, 1923—

PAUL C. NELSON, Elements of Woodwork, Carpentry, and Visual Education.
The Stout Institute, 1932, B. S.; Iowa State College, M. S., 1934; Trade experience, eighteen years; Vocational School and High School, Racine, Wisconsin, eight years; evening classes in cabinetmaking and in trade preparatory and trade extension work in the building trades six seasons; The Stout Instituute, 1926—

GRACE M. PRICE, Vocational Home Economics Education.
State Normal School, Stevens Point, Wisconsin, Diploma, 1921; University of Chicago, Ph. B., 1924; Teacher in Vocational School, Fond du Lac, Wisconsin, 1921-1923; Teacher Trainer of Vocational Home Economics Education of Wisconsin, State Board of Vocational Education, June, 1924; The Stout Institute, 1924—

MERLE M. PRICE, History.
State Teachers College, St. Cloud, Minnesota, Diploma, 1921; University of Minnesota, College of Education, B. S., 1924; M. A. 1929; H. S. Principle, Gonvick, Minn., 1921-22 H. S. Principle, Park Rapids, Minn., 1922-23; Teacher, Advanced English, Extension Division, Minneapolis Public Schools, 1923-24; H. S. Principal, Grand Marais, Minn., 1924-26; Teaching, University of Minnesota, 1926-29; The Stout Institute, 1929—

J. E. RAY, Architectural, Mechanical, and Freehand Drawing, Masonry and Building Construction.
Williamson Trade School, 1908; The Stout Institute, 1917; B. S., 1922; M. S., Iowa State College, 1930; Seven years experience as a Journeyman and Foreman Bricklayer; The Stout Institute, 1914-1927; Instructor in Advanced Drafting in Waukegan Township High School, Waukegan, Illinois, 1927-1930; The Stout Institute, 1930—

BERNICE REYNOLDS, Physical Education.
Coe College, Cedar Rapids, Iowa, 1931, B. S.; Graduate work, University of Iowa, summer of 1933; Recreational Director of Children's Health Camps, Cedar Rapids, Iowa, summer of 1931; The Stout Institute, 1931—

CORYDON L. RICH, Mathematics and Science.
State Teachers College, Oshkosh, Wisconsin, Ed. B., 1929; University of Wisconsin, 1930, Ph. M.; Principal, Soldiers Grove, Wis., 1920-22 and 1923-26; Kewaskum, Wis., 1922-23; Monticello, Wis., 1926-29; State Teachers College, summer session, 1926; State Teachers College, Whitewater, Wis., 1930-31; The Stout Institute, 1931—

FRANCIS P. ROBINSON, Education.
Univ. of Oregon, B. A., 1929; Univ. of Iowa, M. A., 1930, Ph. D., 1932; Research assistant in Personnel, Univ. of Iowa, 1929-32; The Stout Institute, 1933—

MABEL C. ROGERS, Foods and Nutrition.
Michigan State College, B. S., 1910; Columbia University, A. M., 1917; University of Minnesota, Graduate Work, 1933-35; Head of Department, Home Economics, Midland, Michigan, 1910-13; Head of Department, Home Economics, Alma, Michigan, 1913-15; State Demonstration Leader, Home Economics, Extension Division, Massachusets Agricultural College, 1917-1918; Teacher of Foods and Nutrition, Bloomsburg, Pennsylvania, State Normal School, 1920-22; Assistant Professor, Home Economics Education, Michigan State College, 1923-32; The Stout Institute, 1935—

BOYD CARLISLE SHAFER, History and Social Science.
Miami University, A. B., 1929; Assistant, 1928-29; State University of Iowa, M. A., 1930; Ph. D. in History, 1932; Graduate Assistant in American and European History, State University of Iowa, 1929-32; The Stout Institute, 1932—

F. E. TUSTISON, Mathematics, Science, Home Mechanics.
Ohio Wesleyan University, B. S., 1909; University of Wisconsin, M. S., 1928; practical experience in electrical installation. motor testing, and cabinetmakking; Director of Gymnasium of Shattuck Military Academy, 1909-1910; Instructor of Science, Somerset High School, 1910-1920; Acting Superintendent of Somerset City Schools, 1919; The Stout Institute, 1920—

HAZEL VAN NESS, Clothing.
Syracuse University, B. S., 1921; Columbia University, A. M., 1929; Instructor, Clothing and Design, Syracuse University, 1922-27; Assistant Professor, Clothing, Colorado Agricultural College, 1927-28; The Stout Institute, 1929—

DOROTHY ANN VERRELL, Nursery School Assistant.
Univ. of Minnesota, B. S., 1933; The Stout Institute, 1933—

LETTY E. WALSH, Home Economics Education.
Iowa State Teachers College, B. A., 1915; Columbia University, M. A., 1920; Graduate Study, University of Chicago, 1917; Supervisor of Practice Teaching in Home Economics, Iowa State Teachers College, Cedar Falls, Iowa, 1915-1919; The Stout Institute, 1920—

R. L. WELCH, Vocational Industrial Education.
James Millikin University, Department of Engineering, 1908-1911; Department of Industrial Education, 1914-1915; Bachelor of education, University of Arizona, 1932; practical experience in the Metal Trades; Director of Industrial Arts, Somerset, Kentucky, 1915-1916; Instructor of Mechanical Engineering, South Dakota State College, 1916-1918; Teacher Training in Trades and Industries, Wisconsin State Board of Vocational Education, 1926; The Stout Institute, 1919—

RAY A. WIGEN, Woodworking.
River Falls State Teachers College, 1914-16; Univ. of Minnesota, B. S., 1930; Univ. of Minnesota, M. A., 1933; Industrial Arts Dept., Mazeppa, Minnesota, 1916-18; Buffalo, Minnesota, 1920-25; South St. Paul, 1925-32; The Stout Institute, 1933—

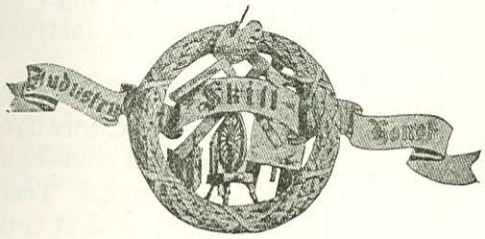
ISABELLA R. WILLIAMS, Physiology.
Miami Univ., B. A., 1928; Ohio State Univ., M. A., 1930; Iowa State College, Ph. D., 1935; graduate assistant, Iowa State College, 1930-33; The Stout Institute, 1933—

LUELLA M. WRIGHT, Home Economics Education.
Iowa State College, B. S. in Home Ec. Ed., 1927; M. S., 1931; Principal and teacher of Vocational Home Economics, High School, Gowrie, Iowa, 1927-30; Supervisor of Student Teaching, Iowa State College, 1930-32; The Stout Institute, 1932—

General Information

* * * * *

REGULAR SESSION, 1936-37



LOCATION

The Stout Institute is located in Menomonie, Wisconsin, sixty-five miles east of St. Paul, on the Chicago and Northwestern Railway. Menomonie is also connected with Mississippi River points by the Chicago, Milwaukee, and St. Paul Railway. It is on United States Highway No. 12 and on State Highways Nos. 25, 29, and 79.

HISTORICAL

With the creation of Wisconsin as a state in 1848, there came prompt recognition of the educational needs of the new commonwealth. Immediately by the creation of its first state normal school, Wisconsin provided for teacher training. While Massachusetts and Pennsylvania preceded Wisconsin in the organization of normal schools, the records show that in 1867 Wisconsin was leading even these states and all other states in the number of state normal schools established. In that year, Wisconsin was operating five state normal schools, one more than existed in any other state. Wisconsin demonstrated its leadership again when in 1911 it provided a teacher training school charged with the preparation of teachers of Home Economics and Industrial Arts. In that year, after eighteen

years of operation as a privately endowed training school, The Stout Institute became a state institution.

The Stout Institute pioneered in placing instruction in industrial arts and household arts in a system of public schools. Menomonie was the first city in America in which manual training and domestic science were made a part of the course in all grades of the public schools and high school. This training was under the supervision and instruction of The Stout Institute.

During the early experimental years, these schools were constantly visited and inspected by educators from the east, west, north, and south. The manual and household arts began to find their way into other school systems. Teachers had to be supplied. The Stout Institute alone at that time was ready to furnish them. It was, then, in reply to a general demand, that The Stout Institute became a teacher training college, the first in America to dedicate itself wholly to the preparation of teachers of industrial arts and household arts. It is still the only—as it was the first—college in this country giving itself wholly to that purpose.

Indirectly, The Stout Institute owes its existence in Menomonie to the lumbering interest which, in 1889, brought James H. Stout to northwestern Wisconsin. Here Mr. Stout amassed a considerable fortune as one of the partners of the Knapp, Stout and Company, long recognized as one of the major lumbering companies of the northwest.

It was James H. Stout who had the vision and conceived the purpose and plan of organization of The Stout Institute. His success in the lumber industry made it possible for him at least partially to realize his dream before death interrupted his work and cut short a program which would have changed completely the future of the school, and would, without doubt, have left the school amply endowed.

The first building erected contained just two rooms, one given to manual training and the other to domestic economy, as homemaking work was then termed. The work immediately proved to be so popular that Mr. Stout erected in 1893 a large

building, costing in that day of extremely cheap construction $100,000, and equipped it completely for carrying forward many lines of handiwork. This building served its purpose for only four years, when it was destroyed by fire. During the school year 1898-1899, a larger and better building was erected by Mr. Stout as a monument to his faith in the cause he espoused.

Prior to 1903, Mr. Stout's efforts were dedicated to the boys and girls of Menomonie, and all shop and laboratory work was carried forward under the administration of the public schools. In 1903, however, the character of the school was greatly changed and broadened in scope by the organization of The Stout Training School, and the dedication of its efforts to the training of teachers of manual and household arts.

At that time Lorenzo Dow Harvey, State Superintendent of Public Instruction, nationally recognized as an educational leader, was made Superintendent of Schools of Menomonie and President of The Stout Training School. Here began the development of new ideals in education and the breaking down of old practices.

In September, 1903, there were 25 men and women enrolled in the training school. The next year 48 registered, and in 1905, 98 reported. Three years later, in 1908, there were 197 students enrolled, and in 1913, ten years after this organization became effective, more than 500 students were in attendance. Early in 1908 another important change came, when through articles of incorporation, The Stout Training School became The Stout Institute. In the purposes enumerated in its charter could be seen the development of a greater school.

James H. Stout died in 1910. After his death, the school would not have survived except for the courageous leadership of President Harvey, who prevailed upon the state of Wisconsin to assume all responsibility for the financing of the school.

In 1911, The Stout Institute became a state school. Since that date, it has been administered by the Board of Trustees of The Stout Institute. Under these conditions, the school assumed new obligations, among which was to produce a

sufficient supply of competent teachers of home economics and industrial education to meet the needs of the state. The Stout Institute was still a junior college. The demand for Stout Institute graduates increased so rapidly that a further extension of courses became imperative.

The larger high schools began to demand teachers with four years of college training and a college degree. In recognition of that fact, the legislature, in 1917, extended the course to four years and authorized The Stout Institute to grant degrees. For several years, however, the school continued to grant the two-year diploma, because the demand for teachers trained at Stout far exceeded the supply of four-year graduates.

The 1925 catalog omitted the two-year course and set three years as the requirement for the diploma. Moreover, higher standards of preparation were required. With the beginning of the school year in September, 1926, all shorter courses were discontinued, and all freshman students were enrolled on the four-year basis.

While the greater part of the students come from Wisconsin, almost every state in the country is represented in the year's enrollment at The Stout Institute. Stout graduates are teaching in every state in the Union. They are teaching in Canada, the Canal Zone, Hawaii, Cuba, and the West Indies. The Stout Institute strives not for enrollment, but for superior accomplishment.

PURPOSE AND ORGANIZATION

The Stout Institute is a state teachers-training college administered by the State Board of Trustees of The Stout Institute. This board includes the State Superintendent of Public Instruction, and a member of the state Industrial Commission, ex-officio members; three employers of labor; three employees; and three members representing agriculture, appointed by the Governor of Wisconsin. The Director of Vocational Education, elected by the Board of Trustees, acts as Secretary of the Board.

The revenues for the support of the college are obtained through appropriations made biennially by the state legislature, from tuitions paid by students from other states, and from definitely stipulated fees authorized by legislation. Supplementing these revenues, the college receivs from the United States government the actual cost of carrying on courses in Vocational Teacher Training. This institution has been designated by the State Board of Vocational Education as the training college in Wisconsin for vocational and part-time teachers under the Smith-Hughes Act.

The enrollment for the regular session is approximately 500. The college offers a complete range of courses in home economics and industrial education. The liberal arts subjects are not neglected. The work is so balanced and integrated that the teacher is prepared to take an active part in school and community life as well as to teach in special fields.

COLLEGE ASSOCIATION AFFILIATIONS

Soon after The Stout Institute restricted its work to a four-year curriculum, it was accepted by the North Central Association as a member of the teachers college group and two years later was taken into full college membership. Since the organization of the American Association of Teachers Colleges, The Stout Institute has maintained membership in that organization. The college is also a member of the American Council on Education.

BUILDING AND EQUIPMENT

Four large, thoroughly equipped buildings—the Home Economics building, the Industrial Education building, the Gymnasium, and the Trades building comprise the central plant. In addition there are three dormitories, a Home Management House, and an Infirmary. The institution represents an investment of more than a million and a quarter dollars.

INDUSTRIAL EDUCATION BUILDING

The first building to be erected of the group now used for instruction was the Industrial Education Building. It is four stories high, with light basement containing engine room,

storage, and work rooms. The annex contains the machine shop, general metal, and foundry.

The first floor contains the printing department. Teachers' offices and office of the Dean of the School of Industrial Education are on this floor. The second floor contains teachers' offices, lecture rooms, practice-teaching shops, and the general mechanics shop. The third floor contains recitation rooms, electrical shops, and physics laboratory.

The fourth floor is given over entirely to an armory and basketball floor accomodating 800 people.

Gymnasium and Natatorium

The second building erected in this group was for the Department of Physical Training. The building is 66 by 132 feet, and three stories in height. It contains a very completely equipped gymnasium, locker rooms, recreation rooms, bowling alleys, club and social rooms. The physical director's office is located near the main entrance.

Trades Building

The third building erected for Stout classes was given over to shops and drafting rooms. It is 84 by 175 feet and two stories in height. A basement at one end of the building is entirely above grade level and contains the carpentry shop, 36 by 80 feet. The ceiling of this shop is over 20 feet high and the shop is so constructed that a section of the outside wall, 27 by 20 feet, may be removed, making it possible to move a complete building, constructed by carpentry classes, directly to its proper site. A moist air dry kiln opens from the lumber balcony and extends into the mill, which adjoins the carpentry shop.

A cabinetmaking shop is connected with the mill and provided with heavy benches, veneer press, sash and door clamp, and a complete glue room. The general woodworking shop is on the other side of the cabinet shop. The auto mechanics shop, located in the next room, is equipped with gasoline engines, automobile motors, burning, running-in machine lathe, reboring machine, etc., for handling complete auto repairs. The equipment includes aeroplane motors with a unit in ground

work. On the second floor, over the auto shop, the auto mechanics electrical work and chassis work are located. The sheet metal shop, on the second floor above the general woodworking shop, has a complete equipment, including cornice brake, circular shear, burring, turning, and beading machines, and proper stakes necessary for carrying on a complete course in sheet metal work.

A middle entrance leads to the second floor corridor and to a conveniently arranged lecture room. A large shop on this floor is given over to painting and finishing, with a varnishing room and fire-proof storage for finishing supplies. Two large rooms are equipped for architectural and machine drafting and contain an electric continuous blue-printing machine.

Home Economics Building

The last building erected at The Stout Institute in this central group was planned largely for Home Economics classes. It is 126 by 228 feet and is four stories in height. Elevators are provided and add greatly to the comfort and convenience of those taking work in the building. This building has two large wings. The one on the west houses the library. The rooms are large, well lighted, and well ventilated. In addition to the reading room there is a magazine section, stack room, conference room, and cataloging room.

The east wing houses the Auditorium. This extends three stories and has a seating capacity of 800. It is thoroughly equipped as a modern theatre with stage 23 by 50 feet, proscenium arch 32 by 24 feet, decks, fly galleries, and scene loft 50 feet high. There are the usual dressing rooms, and a stage switchboard controlling all stage and house lights. A picture booth contains both stereopticon lantern and motion picture machine.

The administrative officers are also located on the first floor of the Home Economics Building and include the President's office, the Secretary's office, the Business Manager's office, and office of the Registrar. On this floor also are the office of the Dean of the School of Home Economics, the office of the Di-

rector of the Department of Liberal Arts, and the women's social room.

The second floor of the building comprises laboratories and lecture rooms suited to textiles and art work. On the third floor of the building are found laboratories for nutrition and foods. The rooms for the Nursery School are also on this floor. Two well-furnished and equipped home-making units, which are used chiefly for instructional work with secondary school children, are included in the equipment on the third floor. The laboratories for the science courses are all located on the fourth floor. Large lecture and demonstration rooms are found on this floor.

The Burton E. Nelson Athletic Field

At the annual Homecoming, in the fall of 1935, the Burton E. Nelson Athletic Field was formally dedicated. This field was named in honor of President Burton E. Nelson, as a result of a student petition to the board of trustees, in recognition of the tireless efforts of the President in finally securing the field. The need of an athletic field has been urged upon the board of trustees and the Wisconsin Legislature for ten years. The board of trustees authorized the opening of negotiations which finally resulted in a permanent athletic field. The field is a tract of more than ten acres, within six blocks of the central college buildings. The field is specially graded, drained, seeded, and planted. It is fenced and is equipped with modern bleachers. The money for the completion of the project was taken from the Eichelberger legacy fund, which was created twelve years ago.

During the fall of 1935, a shelter house was constructed, which includes complete facilities for dressing rooms and shower rooms for two teams. The shelter house is on the northeast corner of the field.

The administration of The Stout Institute plans, as the next project, a new field house or an extension to the present gymnasium. Initial steps have been taken to secure the additional land, and plans have been drawn for the buildings.

Dormitories for Women

Bertha Tainter Hall accommodates about twenty-five young women. The Hall is furnished with all modern conveniences, and is well lighted, heated, and ventilated. This building was thoroughly remodeled recently, and the interior was completely modernized, redecorated, and largely refurnished.

Tainter Annex, accommodating sixty-three young women, is situated on the same grounds as Bertha Tainter Hall. It is thoroughly suited to the purpose for which it was planned. Each room is divided into living and sleeping quarters and accommodates two students.

Dormitory for Men

Lynwood Hall was built for the purpose for which it is used and is in every appointment adequate and complete. Until the summer of 1930 it was used as a women's dormitory. That summer it was remodeled and enlarged as well as refurnished in part, and was made a men's dormitory. Freshmen and sophomores are required to room at Lynwood.

Freshmen and sophomores living in the dormitory are required to board at the Stout Cafeteria, a half block distant. They must purchase three five dollar cafeteria coupon books each month. No exception is made to this requirement.

Concerning all Dormitories

The charge for a room for each student for the school year of thirty-six weeks is $80.00 to $85.00, according to size and location of the room. These prices apply to all dormitories.

In Tainter Hall and Annex, the charge for meals and a definite amount of laundry work for each student is $5.75 per week. A laundry in connection with the dormatories provides service to students in the dormatories at a minimum charge. All Stout dining rooms are under the direct supervision of trained dietitians. Balanced meals are carefully planned with the thought in mind that the health of the students is of primary importance.

All non-resident women are required to live in dormitories except juniors and seniors who are more than 25 years of age,

with whom it is optional. Students in the dormitories in the fall continue in residence through the year.

Sheets and pillow cases are furnished in all dormitories. Students must supply towels and blankets. Blankets are furnished, however, during the summer session.

Room rent in dormitories is payable by semesters, in advance, at the beginning of each semester.

Board is payable four weeks in advance.

Rooms in dormitories will be available Saturday, September 12, 1936. Meals will be served beginning Monday morning, September 14, 1936.

The Infirmary

The Stout Institute maintains an infirmary for the care of students, where every detail of health and sanitation is carefully supervised. A resident registered nurse supervises the health of students throughout the college and is on duty at the Infirmary. The nurse maintains regular office hours in her rooms in the Home Economics building, where she is easily consulted by students. A college physician is available for consultation to all students. Students are given a medical examination annually.

An Infirmary fee of two dollars and fifty cents per semester is paid by all students. This fee insures dispensary service and, if necessary, ten days of hospital care. Students rooming in the dormitories, where meals are served, will not be charged for meals while at the Infirmary. All other students, after the third day, will be charged at the rate of one dollar a day.

Any student who is too ill to attend classes should report at once to the school nurse. Any student living in Menomonie shall have his or her parents or guardian notify the school nurse. Cases of severe illness or other serious situations that will enforce prolonged absence shall be referred to the Deans.

Home Management House

A thoroughly modern and fully equipped Home Management House has replaced the old frame building which stood on the same site for more than sixty years. This new Home Management House is a brick veneer building, of ample size, containing

all conveniences and accommodations needed in such a building. Recreation room, store room, and laundry are found in the basement. A large living room, dining room, kitchen, and director's living quarters are on the first floor. On the second floor are large, comfortable, well-lighted student rooms. The building is heated by an oil burning furnace, and the air is conditioned for moisture and temperature by modern apparatus.

THE TEA ROOM

The Stout Tea Room offers an excellent opportunity for students and faculty members to meet and to entertain guests. Attractive, well balanced luncheons are planned, prepared, and served by Institutional Management students. The work is under the management of the director of the cafeteria. This tea room is also the scene of many special luncheons and dinner parties given by student organizations.

THE STOUT CAFETERIA

The Stout Institute Cafeteria, located in the east end of the Home Economics Building, was opened in the fall of 1921. It is for the use of students and faculty and their guests. At present several hundred may be accommodated for three meals daily. The equipment is complete and modern; prices are moderate; the service is adequate; the food is excellent. The cafeteria proves a convenience and economy to many students. The foods are carefully selected and are scientifically prepared under the supervision of a competent dietitian and with the help of experienced cooks. Students are obtaining meals for the week at from $5.00 to $6.00. For the school year 1936-37 the cafeteria will open Monday noon, September 14, 1936.

OTHER LIVING FACILITIES

Accommodations for men and women not living in dormitories may be procured in the city at varying rates, depending upon location and quality of service. Rooms may be had as low as $2.50 per week per person, and table board may be obtained in private homes at $4.50 to $5.50.

ADMISSION TO COLLEGE

Students may enter at the beginning of either semester or the summer session.

Admission to the college may be secured:

1. By presenting a certificate of graduation from an accredited high school.
2. By submitting evidence of studies successfully pursued in another institution of higher learning.
3. By qualifying as an adult special student.

Prospective students may learn at any time of year by corresponding with the Registrar whether or not they have the necessary qualifications for admission and upon what basis they may be admitted. Students may enter The Stout Institute at the opening of either semester or of the summer session, but all credentials should be filed sufficiently in advance of the date chosen to permit the Registrar to pass upon them and to issue the proper certificates of admission. Candidates for admission in September are responsible for having their credentials filed with the Registrar by the first of August. The credentials must in every case include a complete record of all previous secondary school and advanced work.

Persons who plan to enter Stout should fill out an application for enrollment in advance. Blanks will be furnished by the President upon request. This enrollment blank, including the health certificate, when filled out, must be forwarded to the President. While advance enrollment is not absolutely necessary, it is advisable as the number admitted to beginning classes is limited and advance enrollment insures a place in these limited sections.

All students are expected to register on general registration days. Late registration is not approved. In case of registration after the first week of school, a $5.00 fee will be charged. No registration after the second week will be accepted.

ENTRANCE REQUIREMENTS

Entrance requirements of The Stout Institute shall be interpreted as graduation from an approved high school or equivalent training. Not less than 15 units shall be accepted.

1. The following units shall be required of all:
   English ..... 3 units
   Mathematics ..... 1 unit

2. Two units are to be presented from one of the following:
   Foreign Language, History, Social Science, Science.

3. In addition to the units required under 1 and 2, a sufficient number of units to make a total of fifteen must be offered from Groups A and B. Not more than 5 units may be offered from Group B.

Group A	Group B
English and Speech	Agriculture
Foreign Language	Commercial Subjects
History and Social Science	Home Economics
Mathematics	Industrial Arts
Science	Mechanical Drawing
Advanced Applied Music and Art	Opional (2 units)

4. A high school graduate need not meet the above requirements if he is recommended by his high school principal and if he stands in the upper one-half of his class. But it is required that wherever mathematics is a prerequisite for successful work in a course, the high school deficiency must be made up if it exists, and for this the college will not hold itself responsible for providing facilities.

A Certificate of recommendation, which may be obtained from the principal of the high school, should be filed with the President as early as possible. Students entering Stout are required to submit a physician's certification of their physical condition, including a certificate of vaccination. A supplementary examination is made of all first year students and an annual examination of all students is required. The examination is made by a consulting physician conected with the institution. The charge for this examination is included in the Infirmary fee referred to elsewhere. These credentials,

togther with an approved statement of rooming arrangements, are required before the enrollment is considered complete.

For admission to the vocational special course, high school graduation is not required, but letters indicating trade experience are required.

Mature students who are deficient in entrance credentials may take entrance credential examinations while in attendance.

Transferred Credits

Students entering The Stout Institute who have had any work whatsoever in another institution of higher learning, regardless of whether or not they wish to receive credit for it, must submit complete credentials of both their high school and college work. All such transcripts and supplementary material should be sent at least six weeks preceding the opening of the session the student desires to enter.

Students whose transcripts of advanced standing show an average below C will be accepted on probation.

Graduate students who hold a Bachelor's degree from other institutions must spend one year in residence and meet the minimum requirements of their major in order to obtain the degree of Bachelor of Science from Stout.

A maximum of eight semester hours of modern foreign language will be allowed as elective credit with a minimum of not less than four semester hours in one language.

Thirty semester hours of approved courses done through extension or correspondence, not more than ten semester hours of which shall be correspondence credit, shall be the limit accepted by The Stout Institute for graduation requirements.

Special Students

All students taking work for credit toward degrees are regular students. The Administration urges very strongly that all students enter regular courses and take the work outlined for those courses, even though they may not be able to stay on for the time required to complete them. Students are given special classification only when age and preparation of

the applicant, in the opinion of the President, makes such classification expedient and justifiable.

CREDITS, GRADE POINTS, AND ATTENDANCE

In order to receive a degree, the student must not only gain the requested number of credits in the course which he is pursuing, but he must also attain a certain standard of scholarship. This standard is fixed by the grade point system, which requires for graduation as many grade points as credits. Grade points are apportioned as follows:

A (94-100) 3 grade points per semester hour credit.
B (86-93) 2 grade points per semester hour credit.
C (78-86) 1 grade point per semester hour credit.

The maximum number of grade points that can be earned by a student graduating with 124 credits is 372, the minimum is 124. Students who graduate under the 128-hour curriculum must earn 128 grade points. It is evident that an average grade of C is necessary for graduation. Students who fall behind in the required number of points are ineligible for graduation.

In determining grade points for two-year graduates of The Stout Institute who reentered after September, 1927, only such credits as are earned after that date are used in computing the number of grade points for such students. When computing grade points for students who enter with advanced credits, only those credits which are earned in The Stout Institute after September, 1927, are used in computation. In order to qualify for a degree, such transferred students must receive as many grade points as the number of semester hours required for obtaining the degree.

Incompletes are given only in cases in which the absence incurred has been due to situations over which neither the teacher or student has any control. To secure an Incomplete, a student must have a passing grade in the course at the time of withdrawal.

Residence Requirements

The minimum residence requirement is thirty-two semester hours and thirty-two grade points to be earned in at least

thirty-six weeks of attendance at Stout Institute. All students must earn final credits for graduation in residence. A two-year diploma graduate of Stout Institute may meet the residence requirement for the degree of Bachelor of Science with the minimum of three summer sessions or one semester of attendance at Stout Institute, subsequent to receipt of the diploma. In any case twelve of the last eighteen semester hours must be earned in residence.

Degrees

The Bachelor of Science Degree is conferred upon all students completing curriculum requirements in the School of Home Economics and in the School of Industrial Education. These courses require four years of work beyond the high school. Upon completion of this work a diploma is issued, which by statute is made the basis for a life certificate after two years of successful teaching in Wisconsin. This life certificate legally qualifies the holder to teach in the public schools of the state the subjects in which training has been taken. The license is issued by the Wisconsin State Department of Public Instruction.

Fully registered students at The Stout Institute, in the School of Home Economics, must complete one hundred and twenty-four semester hours and one hundred and twenty-four grade points, plus the requirements in physical education. Students in the School of Industrial Education must complete one hundred and twenty-eight semester hours and one hundred and twenty-eight grade points, plus the requirements in physical education.

Transfer of Records

Students wishing to transfer from The Stout Institute to another institution should request the Registrar to send a transcript of record and letter of dismissal, giving notice of at least one week. One transcript of record is furnished each student without charge; a fee of one dollar is charged for each additional transcript. This fee must be sent with the request.

EXPENSE ESTIMATES

Estimates on Usual Expenses Incurred by a Student for a Regular Session of Thirty-Six Weeks

	Women	Men
Library Fee (Semester $3.50)	$ 7.00	$ 7.00
Physical Education Fee (Semester $200)	4.00	4.00
Infirmary Fee (Semester $2.50)	5.00	5.00
S.S.A. Membership	10.00	10.00
Room Average Dormitory Rate (Rooms out in town vary according to desirability of room and location)	80.00	80.00
Board—Dormitory rate for women. (Rates out in town vary somewhat)	198.00	216.00
Laundry	18.00	25.00
Material for Classes for Women (average)	20.00	
Laboratory Fees for Women (average)	25.00	
Shop and Laboratory Fees for Men (average)		30.00
Drawing Instruments, shop clothes, small tools, etc.		27.50
Estimated Expenses for Residents	367.00	404.50
Tuition for Non-Residents	124.00	124.00
Estimated Expenses for Non-Residents	$491.00	$528.50

The fact that incidental expenses, amusements, traveling expenses, postage, clothing, personal supplies, etc., are not included in the above must be taken into consideration.

Fees for individual courses are listed in the Stout Handbook.

Tuition, Regular Session

Tuition is free for residents of Wisconsin. The tuition charge for non-residents and the definition of non-residents are covered in the following quotation from the Wisconsin statutes:

"Any student attending The Stout Institute who shall not have been a resident of the state for one year next preceding his first admission thereto shall pay a tuition fee of one hundred twenty-four dollars for the school year and a propor-

tionate amount for attendance at the summer session."

Tuition is payable in advance each semester.

Shop and Laboratory Fees

Fees are charged for shop and laboratory courses to cover the per capita cost of material used by students in these courses. In addition to the shop and laboratory fees, students are required to pay for any breakage or damage to buildings for which they are responsible. Fees are payable registration day at the beginning of each semester and summer session. The fee receipt is to be retained by the student to gain admittance to classes. A charge is made for duplicate receipts.

Library Fees

A library fee of $3.50 is payable by each student at the beginning of each semester. For this fee all necessary textbooks are furnished from the loan textbook library without any extra charge to students. The reference library is supplied with standard books needed to supplement textbooks in different subjects.

The reading room is supplied with daily and weekly newspapers, educational, literary, and technical periodicals, adapted to the needs of the students and available for their use.

In addition to The Stout Institute library, students have access to the Memorial Free Library, one block from The Stout Institute main buildings. The combined facilities of the two libraries make available 32,000 volumes, exclusive of public documents.

Incidental Fees

Special Examination Fee (taken in special cases only)....$2.00

Fees for Transcripts. A student is entitled to one transcript of his credits. Each additional copy is issued at the rate of..... 1.00

Locker Keys Deposit $2.50—Refund ..... .75

SCHOLARSHIPS AND AWARDS

In 1921, Mrs. Mary J. Eichelberger of Horicon, Wisconsin, willed to The Stout Institute twenty thousand dollars in preferred stocks and cash. This legacy came to the institution without stipulation as to the purpose or use to which it was to be put. For several years no use was made of this fund.

In 1924 the administration recommended that the earnings from the principal and such part of the principal as might be necessary should be used in making loans to worthy and capable students when in need. No part of the principal has been used. The fund has, through dividends and interest additions, increased to a considerable sum. Ten thousand dollars is now being used by students in attendance or is being repaid by students who have graduated.

Certain requirements are set up to govern the committee in passing upon applications for loans. There must be evidence of real need. Freshmen are not accorded the use of this money. Sophomores may borrow up to one hundred dollars, juniors two hundred dollars, and seniors, if graduation depends upon a loan, three hundred dollars. But no student may borrow, during the entire period, more than three hundred dollars. Loans are made only to students of good moral character, fairly high scholarship, and excellent promise as teachers.

Scholarships, known as the Eichelberger scholarships, eight in number, to a total of four hundred dollars, are awarded annually, during commencement week, to four men and four women. These awards are based upon scholarship, personality, promise of success, social attitudes and accomplishments, and value to the school. Only those having high scholastic ranking are given consideration. The selection of the candidates is made near the close of the regular school year by a special committee appointed each year by the President of the college.

SELF SUPPORT AND STUDENT AID

While there are opportunities for a student to earn a part of his expenses while pursuing courses, it should be borne in mind that the courses are designed to require the whole of his time and effort and that the amount of outside work he will be able to do cannot be great. For this reason students whose funds are insufficient to meet their expenses for at least

the first year, are not encouraged to enter college. Students working to earn part of their expenses are expected to carry a reduced program.

As far as possible, students are employed for extra work about the library, laboratories, and in the cafeteria, and as janitors. Some opportunities offer themselves outside of school activities. A great deal depends, of course, upon the ability and energy of the individual, and his willingness to do any kind of work. The best places are usually obtained by those who have been in college for some time.

Stout does not guarantee employment. It does, however, make a special effort through its College Employment Bureau to locate students needing work as a means of paying expenses.

The school operates a Student Loan Fund and makes available to needy and deserving students aid within the limits of the fund. Loans are not made, however, to freshmen students and are made only to those students whose school records recommend them to the Committee on Student Loans. Money from this fund is loaned at five per cent, and the loans are made returnable at the latest within one year after the student leaves school.

Fee for School Activities

The Stout Institute offers a wide range of student activities. Besides the regular classes in physical education for men and women, Stout is represented each year by strong football, basketball, baseball, and track teams. Flourishing glee clubs, one for the men and one for the women, have been maintained for a number of years. A band and an orchestra add greatly to the life of the school. All musical organizations are under the supervision of a trained and capable director. Dramatics is centered in the organization known as the Manual Arts Players. A permanent Lyceum committee is maintained, operating each year a five or six number course of the very best talent available. The college paper, The Stoutonia, is published each Friday. The Tower, the college yearbook, and Young Wings, a literary magazine, are also products of student activities at Stout. Numerous social affairs take place throughout the year in the school gymnasium.

All of these organizations through contests, concerts, plays, programs, contribute to the social life of the school. The management of admission, booking, and relationship with various student activities is through the Stout Student Association, the officers of which are elected each spring at a regular all-school election.

The membership charge, $10.00 per year, is payable by all students, $5.00 at the beginning of each semester. This membership gives every student of the college admission to all athletic events including football, basketball, and baseball, all concerts by student musical organizations including the Band, Orchestra, Men's Glee Club, and Women's Glee Club, productions of the Manual Arts Players, all lyceum entertainments under the supervision of the student association, educational and other lectures, all student dances given under the auspices of the student association, and the semester's subscription to the student weekly newspaper, The Stoutonia. The Stout Student Association membership has eliminated the necessity for the many former student drives for the financial support of the usual college activities. The only exceptions are the college annual, The Tower, and the religious and social organizations. The association has added much to the social atmosphere of the school and has systematized and made harmonious all school activities.

REFUNDS

Students who are compelled to withdraw from the college by reason of illness, not due to poor physical conditions or ill health existing before entering, are entitled to a refund of tuition from the date when notice of such withdrawal is received to the end of the semester.

Students boarding in the dormitories are also entitled to a refund of whatever amount has been advanced for board beyond the date when notice of withdrawal is received.

Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented. Effort

is made to get an occupant at the earliest date possibe.

As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment, no refund of fees is made in any case.

REGULAR SESSION ENROLLING

The school year opens Monday, September 14, 1936, the first semester closing January 29, 1937. The second semester opens February 1, 1937 and closes June 4, 1937.

General Information

SUMMER SESSION 1936

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The thirty-first annual summer session will be held during the summer, 1936. During the summer session, classes are held five days per week affording opportunity for week-end recreational use of Lake Menomin, the Red Cedar River, and the northern Wisconsin "Land o' Lakes" country.

Summer session classes are designed to meet the needs of various groups of people. Former students and graduates of the diploma course have excellent opportunity for taking advanced work for credits toward their degree. Supervisors and teachers of industrial education or home economics can strengthen their work in techniques or in the field of education. All persons interested in specific studies related to work in industrial or home-making courses will find much of interest in the summer session schedule. The Stout Institute has been designated by the State Board of Vocational Education as the institution in Wisconsin to receive Federal Aid under the Smith-Hughes law for the preparation of teachers for vocational schools.

Special lecturers are secured for the summer session. As a rule, these lecturers spend not less than two days on the campus, conducting the special conferences, as well as presenting general lectures. It has been the policy of the college to secure special speakers peculiarly well qualified to handle the larger social problems of the present time with special emphasis upon the relationships which home economics and industrial education teachers have in the solution of these problems.

Credit granted for courses taken during the six weeks session will be in the same amounts as credit granted for the same courses during the regular session. This is made possible through the assignment of increased time per day, per sub-

ject, and an increased number of meetings per week. In some instances, courses are offered in half credit amounts, it being possible to take one-half of the course in one summer, followed by the other half the following summer.

During the last several summer sessions, there has been a very marked trend toward use of the summer sessions as an extension opportunity for teachers in service. A large portion of the summer session enrollment has been made up of teachers who come from teaching positions for the summer and return to their positions in the fall.

Teachers, whose work remaining for the bachelor's degree, is in amount too large to be conveniently completed through summer sessions are advised to make use of semester leaves of absence to permit attendance for one or more semesters during the regular session. In preparing the summer program on the six weeks basis, certain courses will be offered every other year by using alternation of courses. Opportunity is offered in various courses to meet the rapidly changing requirements in teaching positions.

The April issue of The Stout Institute bulletin is the annual summer session bulletin. This contains general information on the summer session, description of courses, and the summer session class schedule, including both undergraduate and graduate work. It will be sent on request.

GRADUATE PROGRAM

The Wisconsin Legislature of 1935, granted The Stout Institute the authority to inaugurate a fifth year of work, on the graduate basis, leading to the Master of Science Degree, with majors in home economics education and industrial education. The initial offering of graduate work was made in the 1935 summer session. For the present, the graduate work is offered in the summer session only. The summer session bulletin, issued each year on April 1st, carries detailed information on courses available on both the undergraduate and graduate levels the following summer. The 1936 summer session bulletin will be distributed on, or before, April 1, 1936.

General Plan

The individual graduate student will work with his advisor in his major field in a formulation of a tentative distribution of work. The approval of the advisor and of the graduate committee will be necessary. Twenty-eight to thirty semester hours of work will constitute the credit requirements. The individual student's plan for his work will be arranged tentatively during the first summer session in which the student attends on a graduate basis. Work for the Master's Degree must be completed within six years. Not more than six semester hours of credit may be transferred from other institutions. The minimum length of time spent in residence for graduate work shall be twenty-four weeks.

Admission

Students who hold the degree of Bachelor of Science from The Stout Institute, or its equivalent, may take graduate courses. Important considerations of the graduate committee in granting approval on admission applications will be

a. The applicant's having earned an approximate grade point average of 1.5 as an undergraduate.
b. The applicant's having had satisfactory practical or teaching experience.
c. Students whose candidacy has not been clearly established to be accepted on probation. Credit toward the Master's Degree will not apply until the student has been accepted as a candidate for the degree.

Students whose undergraduate work was not taken at The Stout Institute should have their transcript sent to the registrar not less than one month prior to the opening of the summer session.

Fees

A matriculation fee of $5.00 will be required of all graduate students upon their first enrollment. This fee is paid once. A tuition fee of $15.00 will be required of all graduate students for each six-weeks summer session. The regular college fees applicable to all students—namely, Library Fee, $1.50; Activities Fee, $2.00—will be paid by graduate students.

Tuition, not charged to residents of Wisconsin, is $21.00 per six-weeks summer session for non-residents of Wisconsin. The library fee covers the use of the reference library. In certain courses, specific texts will be designated which students will purchase.

Distribution of Courses in Graduate Sequence

Courses available for graduate work are classified in three groups. It is planned to expand the range of offerings in each group in successive summer sessions. Special graduate conference schedules are maintained each summer to give graduate students specific aid in planning their sequences and selecting courses.

The professional objectives of the individual student and the general requirements for graduate work will be included in the considerations used as a basis in defining the ultimate program. In the arrangement of graduate courses in the three groups, the general purpose is as follows:

Group I:

Includes courses dealing with basic, underlying content.

Group II:

Is primarily an elective group. Selections from this group will be based on the student's general interest, professional interest, and the nature of professional responsibilities at present and as they can be foreseen.

Group III:

Is for the purpose of developing sequences of concentration in the direction of the professional advance of the individual student. Selections of courses to develop sequences in this group will consider the individual's professional progress to date, present location, and expanding responsibilities. As the plan of concentration in this group is developed through conferences, it will constitute a significant control in the selection of the thesis title or the problem studies.

Requirements by groups are indicated in minimums. Maximum credit taken in each group will be determined by the fields of emphasis and concentration in the individual student's plan. **Lists of courses in each group are not complete, but are indicated here to suggest the types of courses in each group. The specific courses to be offered in a specific summer session are included in the summer session bulletin for that summer.** In the graduate conference schedules held that summer, graduate students will be given detailed information as to the basis on which courses will be offered—such as, every summer, every other summer, or every third summer. In the total range of courses offered in a given summer session, some courses will be designated as available for graduate credit only, some for graduate or undergraduate credit, and some for undergraduate credit only. In courses in the intermediate group—namely, those available for graduate or senior undergraduate credit—certain forms of special requirements will be arranged for students securing graduate credit.

Group I

Minimum requirement — four to six hours. (Four semester hours if any in this group have been taken as undergraduate credit.)

Course	Credit
Ed. Measurements (Ed. 441)	2
Guidance (Ed. 401)	2
Philosophy of Ed. (Ed. 500)	2
Research Procedures (Ed. 501)	2
Part-Time School and Its Problems (Ed. 304)	2

Group II

Minimum requirement — six semester hours selected from this group or courses remaining in Group I.

Course	Credit
Govt. and Business (SS 463)	2
Contemporary Civilization (SS 461)	3
Visual Education (Ed. 360)	2
History of Education (Ed. 405)	2
Special short units such as:	
Conference Methods (Ed. 470)	2
Counselling on Secondary School Level (Ed. 442)	2

Group III

Minimum requirement — twelve semester hours.

Group A

Course	Credit
Teaching Shop Subjects in Part-Time School (Ed. 407)	2
Problems in Teaching Shop Subj. Part-Time School (Ed. 443)	2
Supervision of Industrial Education (Ed. 502)	2
Theory and Org. of General Shop (Ed. 480)	2
Prep. of Instr. Material II (Ed. 503)	2
Industrial Mechanics (IE 369)	2
Visual Ed. in Ind. Ed. (Ed. 465)	2
Problem Studies, Individual Assignments (IE 520) Woodwork	2-4

Metals	
Graphic Arts (Drawing and Printing)	
General Mechanics	
Industrial Mechanics	
Electricity	
Auto Mechanics	
General Building Construction	
Design	
Supervision	
Administration	
Tests	
Atypical Pupils	
Coordination	
Group B	
Problem Studies in Teaching Home Economics (Ed. 522)	2-4
Organization and Adm. of Home Economics (Ed. 428)	2-4
Analysis of Home Economics in P-T School (Ed. 412)	2
Methods Home Economics in P-T School (Ed. 414)	2
Problems in Teaching H.E. in P-T School (Ed. 416)	2
Experimental Foods (HE 438)	2-4
Food Investigations (HE 510)	2-4
Seminar in Nutrition (HE 511)	2-4
Diet Therapy (HE 418)	3
Institutional Foods (HE 452)	3-4
Institutional Management Seminar (HE 513)	2-4
History of Costume (HE 370)	2
Clothing Seminar (HE 514)	2-4
Advanced Dress Problems (HE 512)	2-4
Parent Education (HE 515)	2

Thesis or Problem Study Requirements

The maximum credit allowed for the thesis will be six semester hours. The approval of the thesis selection, or the selection of problem studies in lieu of the thesis, will be made with the guidance and approval of the graduate committee and the dean of the school in which the student is majoring.

Courses of Study, 1936-1937

Industrial Education

The four-year curriculum in the School of Industrial Education at The Stout Institute leads to the Bachelor of Science Degree in Industrial Education and the special state license. Supplementary licenses to teach additional subjects are based on the electives selected. The general purpose of this curriculum is to provide a balanced educational development. This balanced development is brought about through closely integrated courses in sequenced progression within the several subject groups in technical work, in English, social science, science, mathematics, and education. The specific purpose in the curriculum is to prepare the students for the requirements of the industrial education teaching and supervisory positions in elementary schools, junior high schools, senior high schools, and vocational schools. Through controlled choices in the technical and educational sequences, provision is made for licensing or certificating requirements of state departments of education. Through carefully balanced sequenced progression in academic courses, a basic preparation is provided for continued professional study on a graduate level.

The first and second years are general preparation. Students are required to take the range of work indicated in these years in the technical and other sequences. The basic exploratory range of industrial work required in the first year is supplemented by controlled choices in the second year which continue the development of a broad general foundation in this sequence.

CURRICULUM IN INDUSTRIAL EDUCATION

FIRST YEAR

			Sem. Hrs.
*English	102 a-b	English Composition	6
*Mathematics	207-211	Mathematics I-II	4
Social Science	103	American History	2
Social Science	105	American Government	2
English	106	Public Speaking I	2
Industrial Education	(See List)	Shop, Drawing, Design	16
Physical Education	127	Physical Education	0

*Opportunity will be provided for remedial work for those who have deficiencies.

The 16 hours of shop work and drawing in the first year consist of eight courses in the following:

Elements of Machine Woodwork I
Elements of Hand Woodwork I
Sheet Metal I
Electrical Work I
Freehand Drawing I
Machine Shop I
Printing I
Elements of Mechanical Drawing I

The shop work and drawing in the first year is required of all students. Recognition of incidental experiences by the student in the field of work covered by any of the courses in this group is made individually. For those entering with specific journeyman experience in trades, the freshman schedule is modified.

SECOND YEAR

			Sem. Hrs.
English	346	Essay	1
English	223	Public Speaking II	2
Mathematics	313	Mathematics III	3
Education	209	Psychology	5
Education	222	Principles of Secondary Education	3
Physical Education	101	Hygiene	1
*Chemistry or Biology	110 or 122	Chemistry I or Biology I	3
Industrial Education	(See List)	Shop, Drawing, Design	14

*Note: Those taking Biology I must include Chemistry I in free electives in fourth year.

Note. Qualified students may take Advanced Composition or Journalistic Writing, in place of Public Speaking II.

The selection of technical courses in shop work, drawing and design in the second, third, and fourth years, is based upon continuous survey studies. The choices in the second year continue the exploratory range begun in the first year and begin the identification of fields of concentration in the technical work. The selections of technical courses in the third and fourth years are based upon the experiences of the student in the first and second years, a detailed study of the trends in educational requirements as evidenced in the distribution in calls for teachers, and continuous survey studies of technological, structural, and functional change in modern industry. The results of these studies are used in teacher training provision for industrial education instruction in the public schools for general education, consumer preparation, and producer preparation. Selections of courses are combinations made from the following:

Carpentry I, II, III
Cabinetmaking I, II, III
General Mechanics I, II
Auto Mechanics I, II, III, IV
Painting and Decorating I, II
Patternmaking I, II, III
Architectural Drawing I, II, III, IV, V
Furniture Upholstery I, II
Masonry I, II
Freehand Drawing II
General Drawing I, II
Machine Drawing I, II, III, IV
Mechanical Drawing II
Foundry I, II, III
General Metal Working I, II
Oxy-acetylene and Electric Welding
Sheet Metal II, III, IV
Electrical II, III
Machine Shop II, III, IV
Printing II, III, IV, V, VI, VII, VIII
House Furnishing I
General Woodwork I, II, III
Aeronautics I, II
Home Craft andd Repair Work
Boat Building I, II
Industrial Mechanics I
General Building Construction I

Those who wish technical courses in shopwork, drawing, or design for preparation for technical or junior executive positions in industry will find selections from the technical courses particularly applicable.

THIRD YEAR

			Sem. Hrs.
English	216	Survey of English Literature	2
Physics	421	Physics I	5
Social Science	201	Economics I	3
Education	203	Plans and Instructional Material	2
Education	357 a-b	Administration and Organization of Industrial Education	4
Education	408 a	Obs. and Meth. Teach. I. E. and	
Education	408 c	Student Teaching	4 or 6
Industrial Education	(See List)	Shop, Drawing, Design	12 or 10

FOURTH YEAR

Required Courses		Sem. Hrs.
Social Science 301	Economics History of U. S.	3
Social Science 414	Labor Movements and Problems	3
Physics 423 or 425	Physics II or III	3
	or	
Chemistry 120 and 445	Chem. II and III	
	or	
Phys. 423 and Biol. 122	Physics II and Biology I	
	or	
Phys. 425 and Biol. 122	Physics III and Biology I	6
Three courses from the Education group in Electives:		6
Education 408 c	Student Teaching	2 or 0
Industrial Education (See List)	Shop, Drawing, and Design	2 or 4
Elective courses to be selected from the following list:		**13 or 10**

Electives

Supplementary licenses to teach subjects in addition to industrial subjects are based on electives selected. In addition to the major in industrial education, students are required to arrange their selections of electives to complete one academic minor and are advised to complete a second minor if selections of electives may be arranged to make this possible. Fifteen semester hours of work in a given subject matter field constitutes a minor.

Education

Visual Education	2
*Vocational Guidance	2
History of Education	2
Educational Measurements	2
Adolescent Psychology	2
Theory and Organization of the General Shop	2
Social Education	2
*The Part-Time School	2
*Teaching Shop Subjects in the Part-Time School	2

(*See Wisconsin State Board of Vocational Education certification requirements.)

English

Novel	2
Shakespeare	2
Poetry	2
English Romantic Poetry	2
Dramatic Coaching	2
Advanced Composition	2
Journalistic Writing	2
Short Story Writing	2

(Qualified students may take Adv. Comp. or Jour. Writing in substitution for Pub. Spkg. II.)

History and Social Science Minor

Students desiring to complete a social science minor should select courses from the following group in sufficient amount to complete fifteen semester hours in social science, counting social science courses included in the required groups.

Principles of Sociology	
or	
Educational Sociology	3
American Politics	2
Modern History	3
Recent U. S. History	3
Social Problems	2
Economics II	2
Contemporary Civilization	6

Science Minor

Students desiring to complete a science minor should select courses from the following group in sufficient amount to complete fifteen semester hours in science, counting science courses included in the required groups.

Physics II	3
Physics III	3
Chemistry I (Inorganic)	3
Chemistry II (Inorganic)	3
Chemistry III (Chemistry of materials)	3
Organic Chemistry	3
Biology	3
Bacteriology	3
Physiology	3
Teaching of Science	2
Quantitative Chemical Analysis	3
Mathematics IV	3

Music

A maximum of two semester hours of music may be included in the academic electives to count toward graduation requirements.

Solfeggio	1
Harmony Ia	1
Harmony Ib	1
Harmonic Analysis	1
Theory	1
Conducting	1
Men's Glee Club	1
Band	1
Orchestra	1

Coaching

Technique of Coaching Football	1½
Technique of Coaching Basketball	1½

COOPERATIVE WORK

An expanding program of opportunity for cooperative work for students in the School of Industrial Education is being developed. This work is of two types, teaching and shop experience. In the supervised teaching which all students must take in the professional group opportunity is offered at The Stout Institute for such teaching in grades 5 to 12 in the Menomonie Public Schools and in the day and evening classes of the Menomonie Vocational School. Through special arrangements teaching experience in certain other types of schools outside of Menomonie is available for a limited number of students each year. Through these opportunities, in addition to those on the campus, all types of teaching positions open to Stout graduates are available for supervised teaching during the training period.

All students in the School of Industrial Education select certain major and minor lines of work in shop work and drawing. Opportunity for advanced students to spend some time in certain selected industries securing practical production experience is available. The scope of such shop experience and the kinds and types are being constantly expanded. During the school year 1936-37, such work will be available for students majoring in printing, woodworking, and possibly in certain other lines if conditions permit. The purpose of such work is to give the students modern shop experience in the industry in those phases of work which are not completely represented on the campus. A special schedule is provided for journeymen desiring teacher training in preparation for entering teaching in vocational schools. The schedule, designated as the vocational special, is open only to journeymen. Students who are journeymen and also high school graduates may take the work included in the schedule and additional work leading to the Bachelor of Science degree if they so desire. The arrangement of the schedules for the first two years for the vocational special classification follows:

Schedules for Students Selecting the Vocational Special Classification

FIRST YEAR

			Sem. Hrs.
Industrial Education	(See List)	Shop, Drawing, Design	8
English	102 a-b	English Composition	6
Social Science	105	American Government	2
Social Science	103	American History	2
Social Science	301	Economic History (Ind'l)	3
Education	357 b	Organization of Industrial Education	2
Education	209 a-b	General Psychology I, II	5
Education	304	The Part-Time School and Its Problems	2

SECOND YEAR

			Sem. Hrs.
Industrial Education	(See List)	Shop, Drawing, Design	12
English	106	Public Speaking I	2
Social Science	414	Labor Movements and Problems	3
Social Science	307	Social Psychology	2
Social Science	201	Economics I	3
Social Science	303	Economics II	2
Education	408 c	Student Teaching	2
Education	407	The Teaching of Shop Subjects in the Part-Time School	2
Education	401	Vocational Guidance	2
Hygiene	101	Hygiene	1

This schedule of work outlined for the Vocational Special student is closely articulated with the certification requirements of the Wisconsin State Board of Vocational Education. These requirements are as follows:

For the purpose of measuring the attainment and the progress of the part-time schools of the state the Wisconsin State Board of Vocational Education, with the aid of the local directors, has set up certain standards of preparation and experience for each phase of part-time school teaching and is classifying part-time school teachers on the basis of these standards.

Teachers of Trade and Industrial Subjects
Junior Classification

Junior Classification is granted to and held by

I. All teachers of trade and industrial subjects employed in

the part-time schools of Wisconsin prior to January 1, 1926, who

(a) Are not yet qualified to hold a higher classification.

(b) If not already with a record of successful experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience, spend one summer, or the equivalent, during each three year period in practical work in the trade or occupation indicated until such record shall total three full years.

(c) Have agreed to and actually do spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each three year period. The following courses must be taken first:

1. The Part-Time School and Its Problems.....2 sem. hrs.
2. The Teaching of Shop Subjects in the Part-Time School .....2 sem. hrs.

Note: Three year periods mentioned above are those ending as of August 31, 1935 - 1938 - 1941 - etc.

II. All teachers of trade and industrial subjects employed in the part-time schools of Wisconsin on or after January 1, 1926, who

(a) Are not yet qualified to hold a higher classification.

(b) If not already with a record of successful experitaught for at least three years beyond the completion of apprenticeship, or the equivalent experience; or have had successful experience in the vocation taught for at least one and one-half years beyond the completion of apprenticeship, or the equivalent experience, and have agreed to and actually do spend one summer, or the equivalent, during each two-year period of practical work in the trade or occupation indicated, until such record shall total three full years.

(c) Have agreed to and actually do spend one summer, or the equivalent, during each two-year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each two-year period. The following courses must be taken first:

1. The Part-Time School and Its Problems.....2 sem. hrs.
2. The Teaching of Shop Subjects in the Part-Time School .....2 sem. hrs.

Note: Two year periods mentioned above are those ending with the second August 31st after the teacher enters upon his work in the part-time school and all subsequent two year periods.

Senior B Classification

Senior B Classification is granted to all teachers of trade and industrial subjects employed in the part-time schools of Wisconsin prior to January 1, 1926, who:

(a) Are not yet qualified to hold Senior A Classification.

(b) Have completed five years of successful teaching of the trade and industrial subject indicated in the part-time schools of Wisconsin.

(c) Have completed one summer, or the equivalent, in professional improvement. At least six credits must be earned in courses approved by the local board of vocational education and the State Board of Vocational Education. The following courses must be taken first:

1. The Part-Time School and Its Problems.....2 sem. hrs.
2. The Teaching of Shop Subjects in the Part-Time School .....2 sem. hrs.

Senior B Classification will be extended as long as the possessor

(a) Teaches successfully in the part-time schools of Wisconsin the trade and industrial subject indicated.

(b) If not already with a record of successful experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience, spends one summer, or the equivalent, during each three-year period in practical work in the trade or occupation indicated until such record shall total three full years.

(c) Has agreed to and actually does spend one summer, or the equivalent, during each three-year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational ed-

ucation and the State Board of Vocational Education. At least six credits must be earned over each three year period. The following courses must be taken first:

1. The Part-Time School and Its Problems.....2 sem. hrs.
2. The Teaching of Shop Subjects in the Part-Time School .....2 sem. hrs.

Note. Three-year periods mentioned above are those ending as of August 31, 1935 - 1938 - 1941 - etc.

Senior A Classification

Senior A Classification is granted to and held by all teachers of trade and industrial subjects who meet the following requirements:

(a) Successful experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience.

(b) Successful teaching experience of the trade and industrial subject indicated for not less than three years in the part-time school; one of these three years must be in Wisconsin.

(c) Completion of two years of college work in an approved teacher training institution, or the equivalent training.

Note: Time spent by a person without practical experience in a trade or technical school learning elementary processes, if applied on the apprenticeship period mentioned above, cannot be counted here. This two years of school training is to be in addition to the learning of the elementary trade or industrial processes.

(d) Completion of the following courses, which may be included in the two years of college training required under (c) above, or the equivalent specific training.

1. The Part-Time School and Its Problems.....2 sem. hrs.
2. The Teaching of Shop Subjects in the Part-Time School .....2 sem. hrs.
3. Educational Psychology .....2 sem. hrs.
4. Vocational Guidance .....2 sem. hrs.
* 5. Problems in the Teaching of Shop Subjects in the Part-Time School.....2 sem. hrs.
6. Elementary Economics .....4 sem. hrs.

7. Social-economic Electives
   - Labor Problems
   - Labor Legislation
   - Employment Management
   - The Labor Market
   - Industrial and Business Organization and Administration
   - Sociology

   .....4 sem. hrs.

* This course cannot be taken for classification credit until the teacher has a record of three years experience in the part-time school.

Unclassified

All teachers of trade and industrial subjects who do not have the qualifications for any of the ranks of classification as herein set up shall be designated as Unclassified.

Note: Four credits of graduate work done by a candidate for a higher degree is accepted in lieu of the six credit total required throughout these standards.

Home Economics

The School of Home Economics has two purposes in the organization of its curricula: to offer academic, professional, and technical courses, relative to the study of the problems of the home, which will prepare women for professional work in home economics; and, also, to provide the training which is necessary for the woman administering the modern home. Findings from research studies, in the sciences and arts; and investigations of the requirements of the many vocations entered by women, and related to home economics; has led to the establishment of a broad, cultural education, particularly sulted to meet the professional and social needs of women.

In keeping with modern educational theories, the courses offered in the first two years have been chosen, largely, from basic fields of knowledge. These are required so that students will have a better understanding of the physical and social environment of people. A few exploratory courses in home economics, also, find their place in the curriculum of the first two years, so that students may have a background for more detailed choices, later. Opportunity is given in the junior and senior years to continue the academic studies, with concentration in special groups of home economics subject matter and in the professional courses needed for teaching and in other fields.

An excellent cooperative arrangement exists with the local school board, which provides opportunity for all home economics majors who expect to teach to do classroom teaching in the public schools, under the supervision of the home economics education department.

Summer experience projects are required of students in this school, to enlarge the scope of many of the technical courses. The type of work to be done by the individual student must be planned with members of the staff. Examinations will be held early in the fall semester to test the students ability in this work.

CURRICULUM IN HOME ECONOMICS

The following courses, plus the courses of any one group, totaling 124 semester hours, must be met as the requirement for a major in home economics, leading to a Bachelor of Science Degree and a Wisconsin license for the teaching of home economics.

All students are required to complete fifteen hours of work in some academic sequence, as a minor. It is also advisable that students choose an additional academic minor. Minors may be chosen in Biology, General Science, Social Science, English (22 s.h.), Science, Art. Students interested in teaching in vocational schools must complete the requirements in vocational education.

FIRST YEAR

			Sem. Hrs.
1. English	102 a-b	English Composition	6
English	106	Public Speaking I	2
Chemistry	110 & 120	Inorganic Chemistry I, II	6
2. Biology	122	Biology	3
Social Science	103	American History	2
Social Science	105	American Government	2
Art	104	Drawing	2
Art	114	Color and Design	2
2 Art	334	House Furnishing	2
Home Economics	102	Clothing and Textiles	4
Home Economics	116	Freshmen Lectures	1
Physical Education	128		0

1. Freshman students who fail in English entrance tests will be scheduled in English 0 for the first semester.
2. May be taken Freshman or Sophomore year.

SECOND YEAR

			Sem. Hrs.
English	223	Public Speaking II	2
or			
1. English	302	Advanced Composition	2
or			
1. English	439	Journalistic Writing	2
Chemistry	208	Organic Chemistry	3
2. Bacteriology	206	Bacteriology	3
Physiology	214	Physiology	3
Education	209	Psychology	5
Social Science	201	General Economics	3
Art	220	Costume Selection	2
Home Economics	218	Clothing Construction	3
Home Economics	230	Food Preparation	4
Home Economics	212	Foundations of Nutrition	3
Physical Education	228		0

1. Qualified students may take Advanced Composition or Journalistic writing instead of Public Speaking II.
2. May be taken Sophomore or Junior year.
3. Physiological Chemistry (Chemistry 322- 3 semester hours) required second semester Sophomore year of all students electing the Nutrition and Dietetics or the Foods sequence in the Junior year.

THIRD YEAR

			Sem. Hrs.
Education	320	Home Economics Education I	2
Education	408b	Obs. of Teach. in H. E.	1
Education	222	Principles of Secondary Education	3
Social Science	309	Principles of Sociology	3
Social Science	326	Problems of the Family	2
English	216	Survey of English Literature	2
Home Economics	308	Meal Management	3
Home Economics	317	Consumer Information	2
Required courses from one Home Ec. sequence	4-6		
Electives	4-6		

FOURTH YEAR

			Sem. Hrs.
Education	408c	Student Teaching	4
Education	410	Home Economics Education II	2
Education	424	Mental and Social Growth of Pre-school Child	3
Home Economics	403	Home Administration	4
1. Home Economics	306	Child Nutrition	2-3
Required course from one Home Ec. sequence	4-6		
Electives	4-6		

1. One additional point of credit for completion of laboratory problems.

HOME ECONOMICS GROUPS

1. FOODS GROUP

This group is designed to give the pupils advanced training in foods and nutrition, fitting them for positions as teachers, demonstrators for commercial firms, and research work.

Required Courses			Sem. Hrs.
Chemistry	322	Physiological Chemistry	3
Home Economics	310	Nutrition and Dietetics	3
Home Economics	438	Experimental Cookery	3
Home Economics	400	Food Demonstration	2

2. NUTRITION AND DIETETICS GROUP

This group prepares students for hospital dietetics training. Two courses in institution economics and one course in advanced physiology have been added to the previous setup due to new requirements of the American Dietetics Association. Students wishing to register as hospital dietitians must take a postgraduate course of eight to twelve months in a hospital approved by the American Dietetics Association. After completion of this training, they are eligible to membership in the American Dietetics Association.

Required Courses			Sem. Hrs.
Chemistry	322	Physiological Chemistry	3
Home Economics	310	Nutrition and Dietetics	3
Home Economics	418	Diet Therapy	3
Physiology	362	Advanced Physiology	2
Home Economics	328	Institution Administration	3
Home Economics	452	Institution Food Preparation	3

3. INSTITUTION ECONOMICS GROUP

This group helps to fit students for work in school lunch rooms or cafeterias, and as assistants in tea rooms, restaurants or college dormitories. Students in this group must carry on projects both in the college cafeteria and in the tea room.

Required courses			Sem. Hrs.
Home Economics	328	Institution Administration	3
Home Economics	452	Institution Food Preparation	3
Home Economics	300	Applied Institution Management	3
Bacteriology or Chemistry	420 322	Bacteriological Problems / Physiological Chemistry	2-3 3

4. The Clothing and Textiles group provides opportunity for such knowledge and experience as will enable the student to select clothing for herself and others intelligently, to understand the basic principles of clothing construction, to gain sufficient skill and speed in the construction of clothing to enable her to experience satisfaction in her results, to appreciate her power and responsibility as a consumer, and further to prepare her to teach clothing and textiles in secondary schools.

Required Courses			Sem. Hrs.
Home Economics	316	Clothing Economics	2
Home Economics	336	Clothing Problems	2
Four semester hours chosen from the following:			
Art	332	Advanced Design	2
Art	436	Costume Design	2
Home Economics	312	Applied Dress Design	2-3
Home Economics	314	Children's Clothing	2
Home Economics	370	History of Costume	2
Home Economics	372	Textile Study	2

5. The Art group plans to meet the needs of students especially interested in art for those who desire to broaden

and enrich the required art training of the first two years for the purpose of teaching. The objectives of the sequence are to increase sensitiveness to good design, to deepen appreciation of beauty in nature and in the art of the past and present, to develop discriminating judgment in the selection and arrangement of material things in the environment to the end that life may be enriched, and to acquire skills which will make leisure more profitable and enjoyable.

Three lines of study are possible within this group, depending upon the interests and objectives of the student.

a. Understanding and appreciation of the whole field of art as it relates to life, with electives selected from the suggested list.
b. Housing in its various aspects, offering four electives: Housing, House Architecture, Period Furnishings, and Economics of House Furnishing.
c. Costume, with three electives: Costume Design, History of Costume, and Applied Dress Design.

Required Courses			Sem. Hrs.
Art	332	Advanced Design	2
Art	430	Art History and Appreciation	3
Art	426	Seminar in Art	2
Art	323	Problems in House Furnishing	2
or			
Art	400	Crafts	2-3

6. The Family Administration group is planned to offer courses related to the functions and responsibilities of the home and family. It is planned with the view of giving the student a better knowledge of the physical, mental, emotional, and social growth of the young child; an insight into the administration, economics, and social problems of the home; and a comprehensive viewpoint of the importance of the family in individual, group, and community development.

Several courses required of all students in the School of Home Economics contribute essentially to the Family Administration Group: listed under Education—Psychology, Educational Psychology, Part-Time School, and Mental and Social Growth of the Preschool Child; listed under Social Science—General Economics, Principles of Sociology, and Problems of the Family; listed under Home Economics—Orientation, Meal Planning, Child Nutrition, Housing, and Home Administration; listed under Art—The House and Its Furnishings. By adding the required courses for this group, the unit will serve as a background for graduate work in preschool education, home management, and social service.

Required Courses			Sem. Hrs.
Education	342	Educational Activities of the Young Child	2
Education	350	Child Psychology	2
Home Economics	318	Physical Development and Welfare of the Young Child	2
Home Economics	405	Standards of Living	2
Home Economics	352	Housing	2

7. The Vocational Home Economics group has been organized in accordance with the state regulations pertaining to the preparation of teachers in this field.

Required Courses			Sem. Hrs.
Education	304	Part-Time School	2
Education	412	Analysis and Organization of Home Economics in P. T. School	2
Education	414	Teaching Home Economics in P. T. School	2

For the purpose of measuring the attainment and progress of the part-time schools of the state, the Wisconsin State Board of Vocational Education, with the aid of the local directors, has set up certain standards of preparation and experience for each phase of part-time school teaching and is classifying part-time school teachers on the basis of these standards.

Teachers of Vocational Home Economics
Junior Classification

Junior Classification is granted to and held by

I. All teachers of home economics employed in the part-time schools of Wisconsin prior to January 1, 1926, who

(a) Are not yet qualified to hold a higher classification.

(b) If not already with a record of practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience, spend one summer, or the equivalent, during each three-year period in

practical home making as indicated above until such record shall total twelve months.

(c) Have agreed to and actually do spend one summer, or the equivalent, during each three-year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each three-year period.

Note. Three-year periods mentioned above are those ending as of August 31, 1935 - 1938 - 1941.

II. All teachers of home economics employed in the part-time schools of Wisconsin on or after January 1, 1926, who

(a) Are not yet qualified to hold a higher classification.

(b) Have had practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience.

Or have had such practical home making experience for at least six months, or the equivalent experience, and have agreed to and actually do spend one summer, or the equivalent, during each two-year period in such practical home making until such record shall total twelve months.

(c) Have completed two years of the home economics course in an approved teacher training institution of college rank, or the equivalent training.

(d) Have agreed to and actually do spend one summer, or the equivalent, during each two-year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each two-year period.

The following courses must be taken first:

1. The Part-Time School and Its Problems.....2 sem. hrs.
2. The Analysis and Organization of Home Economics in the Part-Time School.....2 sem. hrs.
3. Teaching Home Economics in the Part-Time School .....2 sem. hrs.

Note: Two-year periods mentioned above are those ending with the second August 31st after the teacher enters upon her work in the part-time school and all subsequent two-year periods.

Senior B Classification

Senior B Classification is granted to all teachers of home economics employed in the part-time schools of Wisconsin prior to January 1, 1926, who:

(a) Are not yet qualified to hold Senior A Classification.

(b) Have completed five years of successful teaching of home economics in the part-time schools of Wisconsin.

(c) Have completed one summer, or the equivalent, in professional improvement. At least six credits must be earned in courses approved by the local board of vocational education and the State Board of Vocational Education.

The following courses must be taken first:

1. The Part-Time School and Its Problems.....2 sem. hrs.
2. The Analysis and Organization of Home Economics in the Part-Time School.....2 sem. hrs.
3. Teaching Home Economics in the Part-Time School .....2 sem. hrs.

Senior B Classification will be extended as long as the possessor

(a) Teaches home economics successfully in the part-time schools of Wisconsin.

(b) If not already with a record of practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience, spends one summer, or the equivalent, during each three-year period in practical home making as indicated above until such record shall total twelve months.

(c) Has agreed to and actually does spend one summer, or the equivalent, during each three-year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each three-year period. The following courses must be taken first:

1. The Part-Time School and Its Problems.....2 sem. hrs.
2. The Analysis and Organization of Home Economics in the Part-Time School.....2 sem. hrs.

3. Teaching Home Economics in the Part-Time School ..... 2 sem. hrs.

Note: Three-year periods mentioned above are those ending as of August 31, 1935 - 1938 - 1941.

Senior A Classification

Senior A Classification is granted to and held by all teachers of home economics who meet the following requirements:

(a) Practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience.

Note: Practical experience in home making involving some responsibility is considered to be

1. Experience with entire responsibility for all home making activities such as would be the case were the housewife to be away or ill or the mother to die leaving full responsibility to be assumed by the candidate. Teacher Training Form 8 V. S. Item B.

2. Experience as an employee in the home responsible for certain home making activities such as would be the case where the candidate works with and assists the housewife but usually has delegated or assumes responsibilities for definite activities. Teacher Training Form 8 V. S. Item C.

(b) Occupational experience in employment other than teaching or homemaking for at least three months, or equivalent experience.

(c) Successful teaching experience of home economics for not less than three years in the part-time school; one of these three years must be in Wisconsin.

(d) Completion of a four-year college course with a home economics major in an approved teacher training institution, or the equivalent training.

(e) Completion of the following courses, which may be included in the four years of college training required under (d) above, or the equivalent specific training.

1. The Part-Time School and Its Problems ..... 2 sem. hrs.
2. The Analysis and Organization of Home Economics in the Part-Time School ..... 2 sem. hrs.
3. Teaching Home Economics in the Part-Time School ..... 2 sem. hrs.
* 4. Problems in the Teaching of Home Economics in the Part-Time School ..... 2 sem. hrs.
5. Adolescent Psychology ..... 2 sem. hrs.

6. Economics I (Elementary) ..... 4 sem. hrs.
7. Socio-economic Electives

Labor Problems	
Labor Legislation	
Employment Management	
The Labor Market	4 sem. hrs.
The Family	
Sociology	
Humanics	
Vocational Guidance	

"The foregoing requirements apply to teachers (Smith-Hughes) of vocational home making who are employed in the vocational or part-time schools of Wisconsin outside of Milwaukee. In addition to meeting the requirements referred to above those teachers who are employed in the field of rural vocational home making (George-Ellzey) must have had a background of rural life gained by having lived on a farm after reaching high school age."

Unclassified

All teachers of home economics who do not have the qualifications for any of the ranks of classification as herein set up shall be designated as Unclassified.

Note: Four credits of graduate work done by a candidate for a higher degree is accepted in lieu of the six credit total required throughout these standards.

Courses

Summer Session Note:

Courses offered in the Summer Session are described in The Summer Session Bulletin. This is issued each April for the following summer and will be sent on request.

EDUCATION AND PSYCHOLOGY

Psychology

Psychology 209 Psychology

Discussion of such fundamental aspects of human behavior as intelligence, memory, learning, motivation, emotion, sensation, perception, thinking and imagination; relation of this knowledge to its physiological basis; and an integration of this knowledge into a discussion of personality and its problems. Emphasis is placed throughout on how teachers may use this knowledge to aid people in reaching their highest development.

Sem. I, II.

Mr. Robinson. Credit: 5

Psychology 350 Adolescent Psychology

Prerequisite: Psychology 209.

A study of the developing capacities of the pre-adolescent and adolescent child. The effect of heredity and environment on development. Discussion of the problems arising from poor development and of methods for aiding children to overcome their difficulties.

Sem. II.

Mr. Robinson. Credit: 2

Education 424 The Social and Mental Growth of the Preschool Child

Prerequisite: Psychology 209, and Senior Standing.

A study of the physical, mental, emotional, and social development of the child. Emphasis on habit formation, emotional control, and social adjustment.

Sem. I, II.

Mrs. Houston. Credit: 3

Education

Education 203 Plans for Instructional Material

Prerequisites: Psychology 209 and Education 222.

Factors underlying the appropriate selection and preparation of instructional material in the industrial arts field, with the development of plans for effective presentation. Selected types of work prepared in a series of consecutive units for typical teaching situations. Unit analysis, preparation of instruction sheets, teaching plans.

Sem. I, II.

Mr. Brown. Credit: 2

Education 222 Principles of Secondary Education

General introduction to present practice in secondary education including. the historical development of the schools of this and certain European countries, the aims and functions of secondary education, the articulation of our educational system, the nature of the secondary school student and his problems, the function of guidance, the scientific study of the curriculum and extra-curriculum, teacher-community relationships and school costs.

Sem. I, II.

Mr. Robinson. Credit: 3

Education 320 Home Economics Education I

Prerequisite: Education 222 and Junior Standing.

The application of the general principles of education to Home Economics teaching. Pupils in classes—their equipment, interests, and needs in home making. Study of home and community. Objectives of Home Economics education: the content of the curriculum, the methods of classroom teaching, provisions for individual differences, measuring the results of instruction, classroom management, home practice, teaching aids. The preparation of an individual unit of Home Economics study in high school to be taught by the writer during the next semester's Student Teaching.

Sem. II, Junior Year; Sem. I, Senior Year.

Miss Walsh. Credit: 2

Education 342 Educational Activities of the Young Child

A study of the literature, music, and plastic and permanent play materials suitable for the young child. The student is given some opportunity for actual work with the materials in the Nursery School.

Sem. I.

Miss Verrell. Credit: 2

Education 344 Social Education

Prerequisite: Education 222.

A study of the teacher and her relationship to social situations in the school, in the community, and in her present college group. Suggestions as to procedures in the development of certain ideals and attitudes in the adolescent student. Particular atten-

tion paid to possibilities of moral training and character building by means of curricular and extra-curricular activities.
Sem. II.
Miss Wright. Credit: 2

Education 357 Administration and Organization of Industrial Education

Prerequisites. Education 222, 203, and Psychology 209.
Definition of teacher's professional skill in analysis, selection, and teaching on the lesson level, subject level, and curriculum level with solutions of typical problems. Occupational and professional analysis. Present administrative practice analyzed and procedure plans worked out in the following: functional assignment of operating responsibility; measurement of teaching and supervisory staffs; maintaining and developing the teacher's professional skill; functioning of the school system through continuous survey; the school budget and financial control; maintaining and controlling of buildings and equipment.
Sem. I, II.
Mr. Bowman. Credit: 4

Education 360 Visual Education

Prerequisites: Junior standing in Education and in technical series.
Studies and class discussions concerning educational significance, suitability and comparative values, and selection, preparation, and use of the various visual aids. Also the principal phases of administrative details common to a visual education bureau or center. Actual experiences are provided in planning visual aids for definite teaching purposes, in construction of lantern slides and other visual aids, and in the presentation of lessons aided by visual means.
Sem. I, II.
Mr. P. C. Nelson. Credit: 2

Education 405 History of Education

Background of present day education. Elementary, secondary, and college education in the United States from the early colonial period to the present time. Purposes, curriculum, teachers' equipment, support, administration and supervision, methods, and legislation developed for each type of school.
Sem. I, II.
Mr. Curran. Credit: 2

Education 408a Observation and Methods in Teaching Industrial Arts

Prerequisite: Psychology 209.
Observation of classes at work with written reports; preparation and presentation of lessons to the college class; meaning of education; teaching as a process; principles of learning; types of lessons; class and shop management; elements and conditions of easy control of pupils; punishments; personality of the teacher.
Sem. I, II.
Mr. Curran.

Education 408b Observation in Teaching Home Economics

Observation of public school classes studying Home Economics at various grade levels. Classes are taught by the supervisors of Student Teaching and selected student teachers. Different lengths of class periods, types of subject matter, and typical teaching techniques are prepared for, observed, and evaluated.
This course must parallel Education 320.
Sem. II, Jr. Year; Sem. I, Sr. Year.
Miss Walsh.

Education 408c Student Teaching

Prerequisites: For Home Economics students, Education 320 and 408 b and completion of a summer project at the close of the Junior year. Each summer's experience is planned to broaden the student's contacts with people and to enrich her opportunities for responsibility as a preparation for teaching. The instructor guiding the project varies with the character of the experience.
Education 203 and 408a for Industrial Arts students.
Observation and teaching of Home Economics and Industrial Education in different grades of the public schools. Preparation, use, and evaluation of courses of study, plans, provisions for individual differences, teaching aids, and tests. Some experience with various publicity techniques and with responsibility for the social and financial organization of the classes. Individual conferences with the supervising critic and group conferences with the Director of Practice.
Sem. I, II.
Miss Walsh, Mr. Curran and others. Credit: 5-6

Education 410 Home Economics Education II

Prerequisite: Education 320.
Development of Home Economics Education. Present placement in all day-school curricula; administrative problems of depart-

ment. Maintenance of and further professional development of the Home Economics teacher.
Sem. II, Senior Year.
Miss Michaels. Credit: 2

Education 441 Educational Measurements

Prerequisites: Education 203 and 222, or Education 320.
Improvement of the written examination with special reference to validity, reliability, and objectivity. The course includes the present status, types, selection, characteristics, limitations, possibilities, use and interpretation of tests, as well as the conversion of raw scores and the distribution for the determination of grades. Emphasis is placed on the construction of informal objective tests so that the student may construct and use same when out in the field.
Sem. I, II.
Mr. Rich, Mr. Brown. Credit: 2

Education 450 Teaching of Social Science

Prerequisite: At least 16 semester hours credit in Social Science and History.
Methods and materials for the teacher of social science in junior and senior high school.
Sem. II. Credit: 2

Education 460 Teaching of Science

Prerequisite: At least 15 hours credit in two of the three sciences, biology, chemistry, and physics.
A consideration of the problems which confront the teacher of science in the smaller high school with emphasis on aims of science teaching, course content, textbooks, equipment of laboratories, care of equipment, securing of illustrative material, methods of presentation, student records, tests of successful teaching.
Sem. I.
Mr. Rich. Credit: 2

Education 480 Theory and Organization of General Shop

Prerequisites: Senior Standing (Junior standing permissible if student has senior standing in educational sequence.)
The history of the general shop, including an analysis of the educational considerations, the identifications of all types of general shops with a study of each to include pupil classifications of boys and girls, equipment combinations, shop operating problems, including those of personal organization, stock room and store room organization and operation. Directed observation in the several types of general shops in The Stout Institute and assignments as assistants in student teaching practice classes in

selected general shops. The identification of instructional methods, teaching devices, and preparation procedures in preparing instructional material. Identification of related information, classifications, and sources.
Sem. I, II.
Mr. Brown, Mr. Bowman, and others. Credit: 2
Note: Men who have completed the six-hour requirement in student teaching and the above course, will be permitted, so far as facilities allow, to take an additional two hours of student teaching in general shop work in the senior year and substitute this for two years of technical work in shop work, drawing, or design.

Education 130S Seminar in Home Economics Education

Prerequisite: Senior or Junior standing.
Short units of three weeks' duration. Content of units selected from the most significant present day problems in Home Economics. Details of current units found in the summer session bulletin.
S. S. only
Special Lecturers. Credit: 1-2-3

Education 304 The Part-Time School and Its Problems

Prerequisite: Junior standing.
A general acquaintance course in the history, theory, purpose, organization, and administration of the part-time school. The following points are considered: history and development of the part-time school, both in Europe and America, with special attention given to Wisconsin; Federal and State laws affecting the part-time schools; the type of pupils in the part-time schools and their needs; desirable characteristics of the part-time school teacher; the work of the coordinator; home contacts; health problems; cooperation with outside organizations; cooperation with the Industrial Commission and Rehabilitation Division; the planning and care of equipment.
Sem. I, II.
Miss Price, Mr. Welch. Credit: 2

Education 401 Vocational and Educational Guidance

The rise and development of the movement, with some attention to foreign progress; study of surveys and their application to the problem; analysis and evaluation of the use of intelligence and trade tests; a careful consideration of personnel functions and administration, in education, business, and industry; and preparation and classification of occupational information for use in

guidance and placement. Assigned reading, lectures, and preparation of term papers.
Sem. I, II.
Mr. Welch. Credit: 2

Education 407 The Teaching of Shop Subjects in the Part-Time School

Recognized principles of teaching applied to typical shop situations as found in the part-time school. Methods of teaching based upon the psychological aspects of learning as applied to both shop and related subjects. Topics considered are (1) the use of the lesson plan and job sheet; (2) the demonstration, both for the whole class and for the smaller group; (3) individual practice, the follow-up on the demonstration; (4) assignment of reading and observation; (5) the notebook and note taking; (6) the lecture or class talk; (7) reports by pupils; (8) questioning; (9) checking and testing, examinations; (10) the use of models, charts, graphs, and diagrams; (11) the use of pictures of various kinds; (12) shop hygiene and safety; (13) management, routine, detail, and discipline; (14) tool room procedure; (15) the maintenance of tools, apparatus, and equipment; and (16) the selection, care, and purchase of supplies.
Sem. I, II.
Mr. Welch. Credit: 2

Education 412 Analysis and Organization of Home Economics in the Part-Time School (Smith-Hughes and George-Ellzey)

Prerequisite: Education 304.
A study of the needs of the part-time school girl; analysis and organization of subject matter for one Home Economics subject as taught in the part-time or George-Ellzey school; selection and organization of content for short unit course of nine lessons accompanied by teacher's plans and pupil's instruction sheets; suggestive methods for their use for a real situation in a part-time school.
Sem. II.
Miss Price. Credit: 2

Education 414 Teaching Home Economics in the Part-Time School (Smith-Hughes and George-Ellzey)

Prerequisite: Education 304.
Building a home making curriculum; study and formulation of objectives; suitable methods of teaching such as problem-solving, directed study, group instruction, home projects, and their adaptation to part-time school situations; comparative study and critical evaluation of text and reference material; adult education in home economics.
Sem. II.
Miss Price. Credit: 2

Education 443 Problems in Teaching Shop Subjects in the Part-Time School

Prerequisites: For Junior teachers (Wisconsin State Board of Vocational Education), three years of teaching experience in the part-time shop classes of the Wisconsin Vocational Schools and the completion of two (2) years of training in an approved institution of college rank. Education 357B.
Individual work representing approved practice in the writing of text material that can be of immediate use in part-time classes. The writing of specific instruction sheets and the preparation of test material suitable for use in part-time classes.
Sem. I, II.
Mr. Welch. Credit: 2

ENGLISH

English 0 English Composition

Sub-freshman English. Instruction and practice in the fundamentals of English, Speech, and writing, with especial emphasis upon spelling, punctuation, and the rudiments of English Grammar. Designed for students who prove unprepared to take English 102. No credit. Students who are registered in English 0 may, with the consent of the instructor, be permitted to take an examination for credit in English 1.
Sem. I, II.

English 102a Composition

Training in the fundamentals of clear and correct expression; emphasis on expository writing and the organization of material.
Sem. I, II.
Miss Callahan, Mr. Grinnell, Miss Hassler, Mr. Price. Credit: 3

English 102b Composition

Prerequisite: English 102a.
Training in the principles of effective writing; emphasis on descriptive and narrative writing; reading of books representative of the types of literature; acquisition of knowledge regarding the sources of reading.
Sem. II.
Miss Callahan, Mr. Grinnell, Miss Hassler, Mr. Price. Credit: 3

English 302 Advanced Composition

Prerequisite: English 102b and consent of instructor.

Practice in honest, personal writing with emphasis on the development of style, and with friendly, exacting criticism. Reading with attention to what makes good writing. General class meetings and personal conferences.

Sem. I, II.

Mr. Grinnell. Credit: 2

English 439 Journalistic Writing

Prerequisite: Composition 102b.

A course designed to develop skills in various types of journalistic writing and to acquaint the student with essential facts concerning newspapers and magazines. Classroom work, conferences, general writing, and writing for publication.

Sem. I.

Mr. Grinnell. Credit: 2

English 304 Short Story

Prerequisite: English 102.

A study of the modern short story as developed in this country and on the continent. Reading stories of all types with critical examination. Some attention to writing the short story.

Sem. II Credit: 2

Mr. Grinnell

English 216 Survey of English Literature

Prerequisite: English 102.

A survey of English Literature from Beowulf to the end of the nineteenth century.

Sem. I, II.

Miss Callahan. Credit: 2

English 346 Essay

Prerequisite: English 216.

A study of the various types of the essay. Written and oral reports and class discussions.

Sem. I, II.

Miss Callahan. Credit: 1

English 402 The Novel

Prerequisite: English 216.

A study of the development of the novel with special regard to the novelists of the late nineteenth and twentieth centuries. Lectures, assigned readings, critical papers, and discussions.

Sem. I.

Mr. Grinnell. Credit: 2

English 404 Poetry

Prerequisite: English 216.

A study of contemporary American and British poetry. Lectures, assigned readings, critical papers, and discussions.

Sem. I, II.

Miss Callahan. Credit: 2

English 406 Shakespeare

Prerequisite: English 216.

A study of the chief comedies and tragedies of Shakespeare.

Semester I. Alternate years. Offered in 1935.

Miss Callahan. Credit: 2

English 408 English Romantic Poetry

Prerequisite: English 216.

An intensive study of the poetry of Wordsworth, Coleridge, Byron, Keats, and Shelley.

Sem. I. Alternate years. Offered in 1936.

Miss Callahan. Credit: 2

English 106 Public Speaking I

Practice in the elements of effective speaking. A variety of original speeches and criticisms.

Sem. I, II.

Miss Hassler. Credit: 2

English 223 Public Speaking II

Prerequisite: English 106.

Advanced instruction for those who wish to attain greater maturity in public speaking. Both classroom and public appearances.

Sem. I, II.

Miss Hassler. Credit: 2

English 444 Dramatic Coaching I

A study of the technique of play production; units of work cover acting, directing, make-up, lighting and stage equipment, and reading and selecting plays.

Sem. II.

Mr. Grinnell. Credit: 2

MATHEMATICS

Mathematics 207 Mathematics I, College Algebra

Fundamental processes and selected work in College Algebra. Special efforts are made to give each student his maximum progress.

Sem. I, II.

Mr. Rich, Mr. Tustison. Credit: 2

Mathematics 211 Mathematics II, College Algebra

Prerequisite: Mathematics 207.

Continuation of Mathematics I including special work in logarithms and the slide rule.

Sem. I, II.

Mr. Rich, Mr. Tustison. Credit: 2

Mathematics 313 Mathematics III, Trigonometry

Prerequisites: Mathematics 207 and 211.

Introduction to the elements of trigonometry. The solution of the right triangle. Variations of the trigonometric functions, the fundamental relations and functions of the sum and difference of angles. The solution of oblique triangle. Slide rule and logarithmic calculations using the trigonometric functions in solving practical problems. One field problem in the use of the sextant or the transit.

Sem. I, II.

Mr. Rich, Mr. Tustison. Credit: 3

Mathematics 315 Mathematics IV—Calculus

Prerequisites: Mathematics 207, 211, 313.

A course of selected topics from differential and integral calculus with practical applications.

Sem. I.

Mr. Rich. Credit: 3

MUSIC

Music 150 Solfeggio

The study of solfeggio, which includes ear training, is the foundation of a musical education. Such fundamental principles as rhythmic notation, measure, three against two, tonal notation and relations, intervals and inversions, diatonic and chromatic scales, signatures, and rhythmic and melodic dictation are studied.

Sem. I.

Mr. Cooke. Credit: 1

Music 151 Harmony 1 a

Prerequisite: Music 150.

A detailed study of chord construction. All triads in major and minor modes, and dominant sevenths and their inversions. Dispersed harmony. Keyboard work and the playing of cadences.

Sem. II.

Mr. Cooke. Credit: 1

Music 152 Harmony 1 b

Prerequisite: Music 151.

Introduction to counterpoint; passing tones; contrapuntal treatment of the harmonic material of Harmony 1a. Harmonization of scales and simple melodies at the keyboard.

Sem. I.

Mr. Cooke. Credit: 1

Music 153 Harmonic Analysis

Prerequisites: Music 151 and 152.

This course is invaluable to all students who expect to become leaders of choral and instrumental groups. It explains the harmonic structure of musical composition.

Sem. II.

Mr. Cooke. Credit: 1

Music 160 Theory

Prerequisites: Music 151 and 152.

Acoustics; musical terminology; notation; ornamentation; the Gregorian modes; description of the orchestral instruments; analysis of music forms, including the song forms. Also practical work in elementary orchestration. This course summarizes the knowledge necessary to every teacher and professional musician.

Sem. I.

Mr. Cooke. Credit: 1

Music 162 Conducting

Prerequisite: Junior standing. Participation in at least one of the musical organizations of the college.

Technique of conducting. Chorus and orchestra from viewpoint of prospective conductor. Principles of interpretation. Score reading and transposition. Care and classification of voices.

Sem. II.

Mr. Cooke. Credit: 1

Choral Organizations

Membership in the glee clubs is open to all students. Try-outs are held at the beginning of the school year, and a waiting list provides opportunity and protection for those desiring admittance at a later date. Several concerts are sung including broadcasts and those given in cities throughout Wisconsin and Minnesota. Strict training is provided in the fundamental principles of chorus singing through sectional as well as regular weekly rehearsals. Several times during the year the two clubs unite, forming a mixed chorus of over one hundred voices. All concerts are sung from memory.

Music 164 Men's Glee Club

The Men's Glee Club consists of forty members.
Full year.
Mr. Cooke. Credit: 1

Music 165 Women's Glee Club

The Women's Glee Club consists of 65 members.
Full Year.
Mr. Cooke. Credit: 1

Music 166 The College Band

Membership in the college band is open to all students who have had training and experience in the playing of a band instrument. The band's membership consists of 45 players, including the drum major. On parade the band is preceded by the color bearers and the color guard; at football games the band maneuvers between halves, spelling out letters and executing other military drills. Formal concerts are given throughout the year.
(No credit allowed if credit has already been given in Orchestra)
Full year. Credit: 1
Mr. Cooke.

Music 167 The College Orchestra

The orchestra is an organization of twenty-five members with symphonic instrumentation. Rehearsals are held once a week and special attention is given the string section in private rehearsals. This organization makes public appearances on and off the campus, and provides the accompaniment to the larger choral works presented by the combined glee clubs.
(No credit allowed if credit has already been given in Band)
Full year.
Mr. Cooke. Credit: 1

PHYSICAL EDUCATION AND COACHING

Physical Education 127 Physical Education I (Men)

Wide range of free exercises, calisthenics, floor work, and games. In season, work in athletics. Physical efficiency tests to determine individual improvement. Individuals will conduct classes in Physical Education. Life saving tests to those who desire Red Cross certificates.
Sem. I, II. Credit: 1
Mr. Crawford. (0-2)

Physical Education Intra-Mural Sports (Men)

A complete program of all sports in season, consisting of an "Athletics for All" aim.
Mr. Crawford.

Physical Education 263 Basketball Coaching

Prerequisite: Physical Education 127 (9 weeks).
Types of offensive and defensive team play; organization of practices and selection of material; individual work; fundamentals; practice coaching and officiating in intramural games.
Sem. I, 2nd qtr.; Sem. II, 3rd qtr. Credit: 1½
Mr. Crawford. (2-2)

Physical Education 265 Football Coaching

Prerequisite: Physical Education I (9 weeks)
Complete course in the fundamentals of offensive and defensive football, both individual and team analysis of various formations in use today; team play; strategy; equipment; problems of organization and administration.
Mr. Crawford. Credit: 1½ (2-2)

Hygiene 101 General and Shop

Hazards as related to the school and shop; safety as practiced in industry; safety procedure in schools. Problems surrounding the health of the student and teacher. First aid discussion and practice.
Mr. Crawford. Credit: 1

Physical Education 128 Physical Education I (Women)

Fall work includes fundamentals of English field hockey, archery, organized hiking, and swimming. (Two years of swimming is required of all women students.) Volleyball and basketball are played in the gym when weather does not permit outdoor work. Personal hygiene lectures are given to Freshman classes during the first semester. An elective class in out-of-door sports stresses regular hiking the entire year, with winter sports of skiing, skating, etc., prevailing when weather permits. In the spring, bicycling and picnics with camp cooking is offered besides organized hiking.
Winter classes (Students may choose):

a. Fundamentals of Danish Gymnastics trains one in strength, co-ordination, better posture control, and mobility.
b. Clogging and character dancing includes elementary instruction in simple clogs using fundamental technique and rhythms.
c. Indoor archery for beginners. Classes in deck tennis and shuffleboard are offered as electives.

Spring classes include:

a. Natural dancing which trains one for simple motor rhythms and pantomime work based on natural movements, as walk-

ing, skipping, running, and leaping etc. Tends to help girls overcome self-consciousness and develop grace.

b. Lawn tennis. Fundamental techniques and a study of the rules of the game are emphasized.

c. Archery, deck tennis, baseball, and the outdoor sports class continues.

Sem. I, II. Credit: -0
Miss Reynolds. (-2)

Physical Education 228 Physical Education II (Women)

Fall outdoor work in individual technique and team plays in field hockey, archery, and organized hiking. The out-of-door sports class is again offered.

Winter classes (Students may choose):

a. Folk dancing shows the technique and practice of popular folk dances of the nations.

b. Advanced work in Danish Gymnastics and Clogging.

c. Indoor archery.

Spring classes:

a. Pageantry is for girls who have had natural dancing.

b. Lawn tennis tournament is conducted for upperclass girls.

c. Archery, deck tennis, baseball, and the outdoor sports class continues.

Swimming (required) is a continuation of Course 128, stressing relaxation, co-ordination, and rhythmic execution of strokes. Underwater swimming and elementary diving are offered for the more advanced students, as are Methods in Red Cross Life Saving; the test being given in the spring by certified examiners.

Sem. I, II. Credit: 0
Miss Reynolds. (-2)

Physical Education 380 Theory and Principles of Physical Education for Women Teachers

Prerequisite: Physical Education 128.

A course for women who wish to teach Physical Education in connection with other subjects. It is a careful study of the aims and objectives of modern physical education as applied to work in schools, camps, and supervised playgrounds. The material includes formal and informal methods of teaching, the presentation of the varied new physical education programs, the related purpose of physical examinations and personal hygiene, a study of the organization and administration of gymnasiums, playgrounds, recreation centers, swimming pools. Seasonal programs adapted to groups of various ages are formulated for indoor and outdoor work.

Sem. I, II. Credit: 2
Miss Reynolds. 1 hr. lecture, 2 hr. lab.

Physical Education Corrective Individual Gymnastics

Special diagnosis and prescription of exercises for correction of minor physical deficiencies which are noted at the time of the physical examination by the college physician. In this class, each student is considered as an individual special case. It is primarily for those who wish to improve their posture, overcome detriments to their health, e.g., weak arches, weak abdominal muscles, indigestion, constipation, overweight, underweight, poor circulation, sleeplessness, weak heart, etc. A silhouettograph camera helps to determine and verify posture needs, preceding corrective work.

A corrective room in the gym has been especially equipped with a triple mirror, mats for exercise, beds for students who need regular rest and relaxation periods to build up reserve strength and vitality for better health and efficiency.

Sem. I, II. Credit: 0
Miss Reynolds. Hours arranged

Physical Education Recreational Sports (Women)

The Women's Athletic Association sponsors various sports which promote interests and enthusiasm in recreational activities and intramural competition. There is created an opportunity for every girl in school to participate in various recreational activities, and in "play for play's sake."

In the list of fall interests, a girl may choose field hockey, archery, tennis, and organized hiking. Winter diversions include volleyball, basketball, bowling, shuffleboard, deck tennis, life saving methods, swimming and diving, ice skating, and indoor archery. Spring activities include archery, tennis, and baseball. Two afternoons a week the swimming pool is open for women. Two afternoons a week they may use th gym floor for rcreational interests and intramural sports.

Miss Reynolds.

PHYSICAL SCIENCES

BIOLOGY

Biology 122 General Biology

Properties of protoplasm, classification of plants and animals, structure and nutrition of forms of plant life, the cell in devel-

opment and inheritance, reproduction, introductory studies in embryology and comparative anatomy, the use of the microscope.
Sem. I, II. Credit: 3
Miss Bachmann. (1-4)

Bacteriology 206 General Bacteriology

Prerequisite: Biology 122.
Some of the morphological and physiological characteristics of yeast, molds, and bacteria; methods used in the culture and microscopic examination of micro-organisms; effects of environment; introductory studies in comparative analysis of air, water, and milk; efficiency of insects as carriers of micro-organisms.
Sem. II. Credit: 3
Miss Bachmann. (1-4)

Biology 214 Physiology and Anatomy

Prerequisite: Biology 122
Mammalian and anatomy based on dissections of the cat, the sheep heart, brain and eye, the foetal pig. Histological studies. Survey of the fundamental physiological processes of the animal body, with special reference to the human.
Sem. I. Credit: 3
Miss Williams. (2-2)

Biology 362 Advanced Physiology

Prerequisite: Biology 214.
Histological and quantitative studies on human blood. Experiments on the heart and on muscle-nerve preparations of the frog. Experiments on the human body.
Sem. II. Credit: 2
Miss Williams (1-2)

Bacteriology 420 Bacteriological Problems

Prerequisites: Biology 122, Bacteriology 206.
Applications of bacteriology to the problems concerning conservation and promotion of community health; pure water supplies, sewage disposal, food handling, milk sanitation, food spoilage and food poisoning, control of infectious diseases, and public health organizations. Students may take the lectures without the laboratory.
Sem. I. Credit: 2 or 3
Miss Bachmann. (2-2)

CHEMISTRY

Chemistry 110 Inorganic Chemistry I

Chemical viewpoint, vocabulary, chemical reaction, oxygen, hydrogen, gas laws and their application, water, atomic and molecular weights, equations, solutions, hydrogen chloride and hydrochloric acid, chlorine sodium, sodium hydroxide, salts, halogens, valence, ionization, sulphur, and sulphur acids.
Sem. I, II. Credit: 3
Miss McCalmont, Miss Leedom. (1-4)

Chemistry 120 Inorganic Chemistry II

Prerequisite: Chemistry 110.
Periodic system, atomic structure, nitrogen and the atmosphere, ammonia, nitric acid, phosphorus and other members of the nitrogen family, carbon and its oxides, silicon and glass, boric acid and borax, sodium and potassium compounds, calcium and its compounds, magnesium, zinc, aluminum, iron, nickel, cobalt, lead, tin, copper, mercury, silver, gold, platinum, manganese, chromium—simple qualitative analysis of groups of metals.
Sem. II. Credit: 3
Miss McCalmont, Miss Leedom. (1-4)

Chemistry 208 Organic Chemistry

Prerequisite: Chemistry 120.
Influence of structure on chemical behavior; the hydro-carbons, alcohols, ethers, aldehydes, ketones, acids and esters, carbohydrates, and proteins.
Sem. I, II. Credit: 3
Miss Leedom. (1-4)

Chemistry 322 Physiological Chemistry

Prerequisite: Chemistry 208, Biology 214.
Study of colloids; of proteins and protein digestion products; of the intermediary metabolism of carbohydrates, fats, and proteins in the animal body. Qualitative and quantitative determinations of the end-products of metabolism.
Sem. I, II. Credit: 3
Miss Williams. (1-4)

Chemistry 438 Quantitative Analysis

Prerequisite: Chemistry 120.
Use of analytical balance, preparation of standard solutions both gravimetrically and volumetrically, typical food analysis for women and inorganic determinations for men. Emphasis of technique and accuracy, final application of theory learned in beginning courses.
Sem. II. Credit: 3
Miss McCalmont. (1-4)

Chemistry 445 Chemistry of Materials

Water and its relations to boiler use, fuels—solids, liquids, gaseous,—lubricants, rubber, paints, varnishes, stains, building

materials—cement, tile, brick, stones—ferrous and non-ferrous alloys.
Sem. II. Credit: 3
Miss McCalmont. (2-2)

PHYSICS

Physics 421 Physics I

Electricity, Mechanics, Heat. Practical application of general physical laws is stressed in special laboratory problems, or demonstrated by apparatus or machines in actual use. Content applicable to the needs of prospective teachers in Industrial Education, Home Economics, or the Sciences.
Sem. I, II. Credit: 5
Mr. Tustison, Mr. Rich. (3-4)

Physics 423 Physics II

Prerequisite: Physics 421.
Sound and Light, A continuation of Physics I, completing the study of the general laws of Physics. The subjects are covered through lecture and related laboratory work. Content is especially adapted to prospective teachers of physics and general science.
Sem. I, II. Credit: 3
Mr. Tustison, Mr. Rich. (2-2)

Physics 425 Physics III

Prerequisites: Physics 421 and 423, Mathematics 207.
Strength of materials and the materials of construction in machine and building trades. Problems in wood, steel, and concrete construction. Standard and special tests in various grades of iron and steel; building materials such as cement, brick, and woods of various kinds, glues, screws, nails, and other fasteners.
Sem. I, II. Credit: 3
Mr. Good. (2-2)

SOCIAL SCIENCES

Social Science 103 American History

An interpretative survey course with emphasis on the period since the Constitutional Convention. An effort to interrelate the various factors, economic, social, political, and religious which have contributed to the development of American society.
Sem. I, II. Credit: 2
Mr. Shafer.

Social Science 105 American Government

Critical review of the machinery and functions of national, state, and local governments. Emphasis on proposed reforms of governmental machinery and an analysis of the significance of citizenship.
Sem. I, II.
Mr. Dawley. Credit: 2

Social Science 201 Economics I

Fundamental principles of economic science; their application to the life of the individual in the modern economic and social order.
Sem. I, II.
Mr. Dawley. Credit: 3

Social Science 301 Economic History of the United States

Prerequisite: Social Science 201.
A study of the economic evolution of the United States since colonial times. Approximately two-thirds of the course is devoted to the period since the Civil War. A special emphasis is placed on the development of economic problems and the foundations of modern industry. Students are required to analyze these problems and to formulate tentative remedies.
Sem. I, II.
Mr. Price. Credit: 3

Social Science 303 Economics II

Prerequisite: Social Science 201.
Continuation of Economics I, including the study of a selected group of modern economic problems.
Sem. II. Credit: 2*
Mr. Dawley.

Social Science 305 Modern History

Prerequisite: Social Science 103.
The study of significant events and movements in world history since 1815. The period from 1815 to 1871 is dealt with only as a background for the study of the modern state. The emphasis throughout the course is upon the motivating forces of nationalism and liberalism, especially as they relate to the evolution of the distinctly contemporary states and governments and to international relations.
Sem. I, II.
Mr. Shafer. Credit: 3

Social Science 307 Social Psychology

Prerequisites: Education 124 or 125.
A study of human nature, attitudes, and values as a result of social interaction and interstimulation.
Mr. Shafer. Not offered 1936-37. Credit: 3

Social Science 309 Principles of Sociology

Fundamental principles and elements of sociology, designed to give the student a comprehension of social forces, social processes, and social structures in modern life.

Sem. I, II.

Mr. Price. Credit: 3

Social Science 326 Problems of the Family

Prerequisite: Social Science 309.

Historical study of the development of the family and effects of same upon social status of woman. Consideration of present social tendencies in relation to the home as reflected in current events and literature.

Sem. II.

Miss Michaels. Credit: 2

Social Science 409 Recent History of U. S.

Prerequisite: Social Science 103.

A study and interpretation of American history since the Civil War. Emphasis is put on those developments which best help explain present United States conditions. Some time is devoted to the study of recent world problems in which the United States has played a part.

Mr. Shafer. Credit: 3

Social Science 411 Social Problems

Prerequisite: Social Science 309.

Modern social problems selected from the following group: population and immigration, poverty and dependency, marriage and the family, classes and races, abnormality and crime. An attempt is made to ascertain possible solutions to these problems from the viewpoint of social control and individual adjustments.

Sem. II.

Mr. Price. Credit: 2*

Social Science 414 Labor Movements and Problems

Prerequisite: Social Science 104, 201.

An analysis and interpretation of the historical background of the modern labor movement, and of fundamental causes of and proposed solutions to contemporary labor problems such as unemployment, wages, hours, and political activity.

Sem. I, II.

Mr. Shafer. Credit: 3

Social Science 417 American Politics

Prerequisites: Social Science 103, 105.

Analysis of modern political parties, nominating methods, campaigns, elections, practical politics in legislative bodies, machines and bosses, and other divisions of present day American politics; reforms and remedies for existing political malpractice are critically examined.

Sem. II.

Mr. Dawley. Credit: 2*

Social Science 419 Educational Sociology

Prerequisite: Principles of Sociology.

Function of education in society. Agencies that educate. Socialization. Control of social facts, principles, and laws so as to serve human purposes. Maladjustments and remedies. Scientific methods for isolating objectives in social education. Responsibility of the schools for social progress.

Sem. I, II. Not offered in 1936-37. Credit: 3

Social Science 461-2 Contemporary Civilization

Open to students having at least six hours credit and a B average in the social sciences.

A course to correlate the information acquired in the social sciences and to interpret its meaning for contemporary civilization. Through lectures, discussions, reports, and wide reading, an attempt is made to bring this information to bear on significant economic, political, social, and historical aspects of contemporary civilization in order that each student may further evolve his own social philosophy.

Sem. I, II.

Mr. Shafer, Mr. Price, Mr. Dawley. Credit: 3-3

*Courses designated with this symbol may be taken for three hours credit instead of two through the performance of specified outside work. This option is open only to those students who have shown ability in prerequisite courses and who receive the specific permission of the instructors offering the starred courses.

HOME ECONOMICS

ART

Art 104 Drawing

Sketching with emphasis upon space relations through the use of line, mass, and light and dark. Introduction to perspective and figure study. Pencil, charcoal, and crayon technique.

Sem. I, II. Credit: 2

Miss Mutz. (-4)

Art 114 Color and Design

Prerequisite: Art 104.

A study of the elements of design: line, mass, color, and texture relative to their recognition and significance in the fine and in-

dustrial arts. Principles of design as controlling factors in the selection, arrangement, and decoration of objects for use.
Sem. I, II. Credit: 2
Miss Mutz. (-4)

Art 220 Costume Selection

Prerequisite or Parallel: Art 114.
Study of the individual figure and personal coloring. Influence of line, proportion, color, texture, and pattern on costume. Art principles as factors in the selection of clothing.
Sem. I, II. Credit: 2
Miss Jeter. (-4)

Art 332 Advanced Design

Prerequisite: Art 114.
A study of the enrichment of objects. Inspiration from nature, historic periods, and significant aspects of modern life. Block printing with experience in its decorative possibilities.
Sem. II, Jr. or Sr. Year. Credit: 2
Miss Mutz. (-4)

Art 334 House Furnishing

Prerequisite: Art 114.
A study of the furnishing needs of the modern house as they relate to convenience, economy, health, and beauty, with emphasis on the significant use of line, mass, color, texture, and pattern. Practice in the selection and arrangement of furnishings.
Sem. II, Fr. year or Sem. I, Soph. year. Credit: 2
Miss Carson. (-4)

Art 323 Problems in House Furnishing

Prerequisite: Art 334.
A course in which curtains, slip covers, screens, and other articles for the house may be planned and made, and furniture reconditioned.
Sem. II. Credit: 2
Miss Carson. (-4)

Art 400 Crafts

Prerequisite: Art 114.
Creative experience in simple, inexpensive home crafts; as, dyeing, lampshade making, and the framing of pictures. The course is planned to meet the needs of those who direct clubs and extra-curricular activities.
Sem. I, Jr. or Sr. year. Credit: 2-3
Miss Mutz. (4-6)

Art 426 Seminar in Art

Prerequisite: Junior standing.
Problems relating to the selection, adaptation, and presentation of art subject matter in homemaking courses for various types of schools. Choice of problems based on needs and interests of individual students.
Sem. I, Jr. or Sr. year.
Miss Mutz. Credit: 2

Art 430 Art History and Appreciation

Prerequisite: Art 114 or Junior standing.
Survey of the fine and industrial arts in the most significant historic periods, with emphasis on contemporary work. Visits to museums and galleries.
Sem. II, Jr. or Sr. year.
Miss Mutz. Credit: 3

Art 434 Period Furnishings

Prerequisite: Art 334.
A study of present day architecture, interiors, and furnishings as influenced by historic styles: Mediterranean, English, French, American Colonial, Georgian, and Empire. Visits to museums and shops.
Sem. I.
Miss Carson. Credit: 3

Art 436 Costume Design

Prerequisites: Art 114, 220.
Development of technical ability to create designs for present day costume. Inspiration from nature, historic periods, and modern environment. Costuming for plays and pageants.
Sem. II, Jr. or Sr. year. Credit: 2
Miss Van Ness. (-4)

Art 446a Sketch

A study of the essentials of form, light-dark, and color with emphasis on composition. Sketching in pencil, charcoal, and water color.
Sem. I, II. Credit: 1
Miss Mutz. (-2)

Art 446b Sketch

Prerequisite: Art 446a.
Continuation of Art 446a.
Sem. I, II. Credit: 1
Miss Mutz. (-2)

Art 450 House Architecture

Prerequisite: Art 334. Junior standing.

A practical study of the design of small houses and apartments to meet the needs of modern family groups. Individual problems in planning and modeling a house and its surroundings.

Sem. I. Credit: 2

Miss Carson. (-4)

FOODS AND NUTRITION

Home Economics 90 S General Nutrition

Elementary course in nutrition; selection of a proper diet for good health based on dietetic principles.

S. S. only.

Miss Cruise. Credit: 2

Home Economics 212 Foundations of Nutrition

Prerequisite: Chemistry 208, Home Economics 230.

A scientific study of the fundamental principles of human nutrition as a basis for the selection of food for the individual and the family group.

Sem. II. Credit: 3

Miss Cruise. (2-2)

Home Economics 230 Food Preparation

Prerequisite: Chemistry 120.

A study of the basic food principles in the preparation of food products.

Sem. I, II. Credit: 4

Miss Buchanan. (1-6)

Home Economics 230 X

All students must have, in addition to the prescribed food courses, additional experience in food preparation. Home Economics 230X is planned to meet this requirement and should follow the course in Home Economics 230. The work outlined for this project is to be done during the summer vacation and a practical examination must be completed during the first week of the fall semester.

Home Economics 300 Applied Institution Management

Prerequisite: Home Economics 308.

This course is planned to give the student experience with problems of institution management by operating the college tea room.

Sem. I, II; Jr. or Sr. year. Credit: 3

Miss Lusby. (1-6)

Home Economics 306 Child Nutrition

Prerequisite: Home Economics 212.

A study of child food requirements and the preparation of the noon meal for pre-school children; methods of judging good and poor nutrition of children; causes, effects, and prevention of mal-nutrition; field work in nursery and grade schools.

Sem. I, II; Sr. year.

Miss Cruise. Credit: 2 or 3

Child Nutrition for three semester hours of credit must be taken by the students choosing the Nutrition and Dietetics group.

Home Economics 308 Meal Management

Prerequisite: Home Economics 230 and 212.

A study of the management factors involved in food problems. Buying of foods; planning, preparing, and serving various types of meals.

Sem. I, II; Jr. year. Credit: 3

Miss Buchanan, Mrs. Meslow. (-6)

Home Economics 310 Nutrition and Dietetics

Prerequisites: Home Economics 212, Biology 122.

Prerequisite or Parallel Course: Chemistry 322.

A study of normal metabolism and human nutrition; infant feeding; calculation and preparation of diets.

Sem. I, Jr. or Sr. year. Credit: 3

Miss Cruise. (2-2)

Home Economics 452 Institution Food Preparation

Prerequisites: Home Economics 230 and 212.

Preparation of food in large quantities, standardization of formulae, calculation of costs. Care and operation of equipment. Menu planning for the institution. Laboratory practice in the college cafeteria.

Sem. I, II; Jr. year. Credit: 3

Miss Lusby. (1-4)

Home Economics 328 Institution Administration

Prerequisite: Home Economics 452.

A study of the organization and administration of the food service in various types of institutions such as hospitals, school lunch rooms, and commercial food establishments. Types of organization. methods of administration, personnel management, purchasing of food and supplies, records and accounts, equipment selection and arrangement.

Sem. I, Sr. year.

Miss Lusby. Credit: 3

Home Economics 400 Food Demonstrations

Prerequisites: Home Economics 230 and 308.

Instruction in the technique of food demonstration, planning and giving demonstrations for different groups; lecture demonstrations by specialists from commercial fields.

Sem. I, II; Jr. or Sr. year. Credit: 2

Miss Buchanan. (-4)

Home Economics 416 Reading in Foods

Prerequisite: Home Economics 230. Junior standing.

Survey of research work being done in foods by various educational institutions, commercial firms, special bureaus, etc. Review of late books and magazine articles.

S. S.

Mrs. Meslow. Credit: 1

Home Economics 418 Diet Therapy

Prerequisites: Home Economics 310, Physiology 362.

Abnormal nutrition with dietary treatment of certain diseases; experiments and problems with respiratory apparatus, calorimeter, and laboratory animals.

Sem. II. Credit: 3

Miss Cruise. (2-2)

Home Economics 438

Prerequisites: Home Economics 230 and 308.

This course involves food preparation from the experimental viewpoint developed from a review of the literature in problems of food research. A study is made of food principles and experimental methods which influence standard food products. Class and individual problems.

Credit: 3

(-6)

Home Economics 456 Special Food Problems

Prerequisite: Home Economics 438.

Directed individual work. Involves an extensive study of principles and applications of research methods as applied to food problems. Intensive literature review of problems undertaken.

Credit: 2-3

(-4-6)

CLOTHING AND TEXTILES

Home Economics 102 Textiles and Clothing

This course is planned to develop judgment in buying through appreciation of fundamental differences in fabrics as to durability, beauty, and suitability for garments and house furnishings. Pattern study and garment construction.

Sem. I, II.

Miss Van Ness. Credit: 4 (1-6)

Home Economics 102x

Upon completion of Home Economics 102, students are required to do certain clothing construction processes until a predetermined degree of speed and accuracy in technique has been attained. This standard must be met in a practical test before registration in Home Economics 218.

Home Economics 218 Clothing Construction

Prerequisites: Home Economics 102, 102x.

Construction processes as applied to silk and wool dresses. Emphasis on appropriate design and fabric. Good standards of dress for college students.

Sem. II.

Miss Jeter. Credit: 3 (1-4)

Home Economics 312 Applied Dress Design

Prerequisite: Home Economics 218.

Practical application of principles of costume design. Emphasis on individuality in costume through appropriate use of line, proportion, color, and texture. Practice in draping. Field trip required.

Sem. I, II; Jr. or Sr. year. Credit: 2-3

Miss Van Ness. (-4-6)

Home Economics 314 Children's Clothing

Prerequisite: Home Economics 218.

A study of the problems involved in the selecting, planning, and making of children's clothing. Emphasis is placed on the relation of design to self-help. Garments are designed and made for children who can be studied and fitted in the laboratory.

Sem. I, Jr. or Sr. year. Credit: 2

Miss Jeter. (-4)

Home Economics 316 Clothing Economics

Prerequisites: Economics 201, Home Economics 218.

Buying points of clothing; evaluation of buying guides; standardization as related to clothing; individual and family clothing budgets. Assigned problems.

Sem. II.

Miss Van Ness. Credit: 2

Home Economics 336 Clothing Problems

Prerequisite: Home Economics 218.

Investigation of problems in clothing with organization and

presentation of results. Emphasis on problems which arise in the teaching of clothing; evaluation and preparation of illustrative material; practice in demonstration.
Sem. I, II. Credit: 2
Miss Jeter. (1-2)

Home Economics 370 History of Costume

Prerequisites: Art 220, Junior standing.
A study of the development of costume. Factors which influence change in fashion; qualities in style that make for lasting beauty; influence of the past on present-day costume.
Sem. I, Jr. or Sr. year.
Miss Jeter. Credit: 2

Home Economics 372 Textile Study

Prerequisite: Home Economics 102.
Physical and chemical analysis of textiles. Use of standard testing apparatus. Assigned problems.
Sem. II, Jr. or Sr. year. Credit: 2
Miss Van Ness. (-4)

HOME ADMINISTRATION

Home Economics 116 Freshman Lectures

Problems relative to the guidance, adjustment, and participation of the freshman woman as a member of the present day college group. Survey of various fields of work in Home Economics.
Sem. I.
Miss Michaels. Credit: 1

Home Economics 317 Consumer Information

Prerequisite: S. S. 201.
Study of conditions relative to purchasing of goods, with emphasis on consumer information and guidance in the distribution of incomes and the selection of commodities to suit same.
Sem. I, Jr. year.
Miss Van Ness. Credit: 2

Home Economics 318 Physical Development and Welfare of Young Children

Prerequisite: Physiology 214.
The physical development of the child from early embryonic life to 18 months, and the care of the mother and child throughout this period. Public provision for maternity and infancy. Opportunities in the field of child welfare for home economics trained women.
Sem. I.
Miss Lawton. Credit: 2

Home Economics 403 Home Administration

Prerequisite: Senior standing.
A study of the expenditures of time, energy, and money. Emphasis on the social aspects and the adjustments of family life. Residence in the Home Management House for six weeks with actual experience in the management of the house and the care of a young child.
Sem. II.
Miss Lawton. Credit: 4

Home Economics 405 Standards of Living

Prerequisite: Social Science 201.
Study of the scales and standards of living of the American and foreign countries. Emphasis on the standard of living of families on moderate incomes.
Sem. I, II.
Miss Lawton. Credit: 2

Home Economics 432 Economics of House Furnishing

Prerequisite: Junior or Senior standing.
Study of consumer house furnishing problems based on utilitarian, economic, aesthetic, and social values of household commodities. Quantity and quality budgets at different price levels. Visits to house furnishing markets.
Sem. II.
Miss Carson. Credit: 3

Home Economics 352 Housing

Prerequisite: Junior or Senior standing.
Social and economic aspects of housing in relation to family welfare. Rural and urban housing conditions with remedial and restrictive measures for housing evils. Cost of housing, relation of cost to family income, and methods of financing.
Sem. I.
Miss Carson. Credit: 2
For additional course in Family Administration see
Page 84—Social Science 326, Problems of the Family.
Page 64—Education 424, Social and Mental Growth of the Pre-School Child.
Page 65—Education 342, Educational Activities of the Young Child.
For courses in Home Economics education see
Page 65—Education 320, Home Economics Education I.
Page 67—Education 408b, Observation in Teaching of Home Economics.

Page 67—Education 408c, Student Teaching in Home Economics.
Page 67—Education 410, Home Economics Education II.
Page 69—Education 130, Seminars in Home Economics.
Page 69—Education 304, Part-Time School and Its Problems.
Page 70—Education 412, Analysis and Organization of Home Economics in Part-Time School.
Page 70—Education 414, Method of Teaching Home Economics in Part-Time School.

SHOP WORK, DRAWING, AND DESIGN

All courses in this group are nine weeks in length, meeting daily. Due to the variation in the types of content included in these courses the following tabulation is given to indicate the time requirements for credits.

Figures in parentheses indicate hours in preparation:

1 period per week (2)	18 wks. 1 semester hour
2 periods per week (1)	18 wks. 1 semester hour
3 periods per week (0)	18 wks. 1 semester hour
6 periods per week (0)	9 wks. 1 semester hour
12 periods per week (0)	9 wks. 2 semester hours
10 periods per week (2)	9 wks. 2 semester hours

Industrial Education Orientation

(For Industrial Education Freshmen.)

Admission requirements, program operation, attendance regulations, credits, scholastic measurement. Analysis of characteristics of a good performance in shop or drawing courses, in professional courses, in academic courses, and as a teacher. Personnel problems in physical, social, and mental phases. Curriculum opportunities, professional requirements, trends in requirements in calls for teachers. Analysis of personal performances. Significance of choices available.

Sem. I, II. Credit: 0

Mr. Bowman, Mr. Price. and others. Meets 1 hr. per week for year.

DRAWING

Industrial Education 121 Elements of Mechanical Drawing I

Analysis of fabricated objects; recognition of elementary shapes; identification of elementary shapes through recognition of principle of construction; measurement of parts; location of parts; principles of geometry applied to construction; representation of

fabricated objects through the more commonly used methods of projection drawing; technical sketching; technical specification; glossary; historical; guidance factors.

Sem. I, II. Credit: 2

Mr. Green. (2-6)

Industrial Education 234 Mechanical Drawing II

Prerequisite: Industrial Education 121.

Application of the principles of mechanical drawing in the solution of advanced problems of representation, involving various construction materials and processes. Advanced problems in projections, intersections, revolutions, developments, etc.

Sem. I, II. Credit: 2

Mr. Green. (2-8)

Industrial Education 226 General Drawing I

Prerequisites: Industrial Education 118, 121.

The application of graphical methods in the acquisition, expression, and interpretation of such ideas of general significance and use as are peculiarly suited to the graphic language for their transmission, including construction, maintenance, operation, location, direction, arrangement, motion, stability, symmetry, processing, routing, human relations, organization, comparative values, component parts, etc.

Correlation of English and graphic description. Use of graphic computations of general value.

Sem. I, II. Credit: 2

Mr. Green. (2-6)

Industrial Education 228 General Drawing II

Prerequisite: Industrial Education 121, 118.

Working drawings, sketches, installation plans, specifications, detailing and assembling of popular construction such as, remodeling or design of a small building, fences, entrances, garden walls, house trailer and boat building, special shop layouts in Industrial Education, analysis of routing materials.

Sem. I, II; Jr. or Sr. year. Credit: 2

Mr. Ray. (2-8)

Industrial Education 227 Machine Drawing I

Prerequisites: Industrial Education 121, 118, and one course from the metal working group.

Standard conventions, detailing, technical sketching, materials of construction, material lists, fastening devices, tool processes, shop terms—glossary, technical description, specifications, tabular data, formulae, violations of theory, dimensioning, duplicating, interpreting drawings, diagrammatic, flow sheets—operation

diagrams—repair lists—piping diagrams. Use of standard handbooks, graphic computation.
Sem. I, II. Credit: 2
Mr. Green. (2-6)

Industrial Education 229 Machine Drawing II

Prerequisites: Industrial Education 227, Math. 211.
Analysis of Motions—uniform, simple harmonics, uniformly accelerated and retarded; cams—plate, cylindrical; spur gears—spur and pinion—pinion and rack—annular; bevel gears; worm and worm wheel; computations; use of odontograph.
Sem. I, II. Credit: 2
Mr. Green. (2-6)

Industrial Education 329 Machine Drawing III

Prerequisite: Industrial Education 227.
Mechanical perspective by piercing points of visual rays. Angular perspective, parallel perspective. Use of measuring points, vanishing points of inclined lines. Special methods for determination of perspective of circles. Application of the principles of perspective in the free hand sketching of machine parts. Dimensioning perspective drawings.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Green. (1-8)

Industrial Education 433 Machine Drawing IV

Prerequisite: Industrial Education 329.
Considerations of design from standpoint of strength, use, operation, manufacture, tool manipulations, cost; computations; use of standard references; detailing; pictorial assembly; design of jigs; to mechanism of general interest and use.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Green. (1-8)

Industrial Education 118 Freehand Drawing I

A study of the basic fundamentals of freehand drawing, lines, circles, ellipses, drawing of geometric solids, freehand perspective; line, form, proportion, shading, study of still life, shop sketching, blackboard practice; study of lettering; pen and ink work; miniature sketches in pencil and ink; design term sketch.
Sem. I, II. Credit: 2
Mr. Ray. (2-8)

Industrial Education 224 Freehand Drawing II

Prerequisite: Industrial Education 118.
Pen and ink work; designing of letters; study of alphabets; monograms, trade marks; seals; ornamental hanging signs; lamps in metal and wood; entrances, fences, design of electric

fixtures, cabinet designing; garden furniture; industrial arts design, advertising layouts; psychology of advertising; color and design, water color; show card work.
Sem. I, II.
Mr. Ray. Credit: 2
(2-8)

Industrial Education 231 Architectural Drafting I

Prerequisites: I. E. 121, 118.
Fundamental elements of construction and the planning of buildings, lettering, conventions, and symbols; footings and foundations, sill construction, cornices; cellar windows; double-hung windows and casements for frame, stucco, and masonry structures; fireplaces; stairways; preparing preliminary drawings from sketches.
Sem. I, II.
Mr. Ray. Credit: 2
(2-8)

Industrial Education 233 Architectural Drafting II

Prerequisites: I. E. 219, 231.
Preparation of preliminary sketches and drawings; a working set of plans and elevations of a residence, consisting of first and second floor plans; four elevations; basement; details, cross-section perspective; specifications; estimate; heating and ventilation materials of construction; and a term report on some phase of building.
Sem. I, II.
Mr. Ray. Credit: 2
(2-8)

Industrial Education 331 Architectural Drafting III

Prerequisites: I. E. 219, 231, 233, 331.
The student chooses his own house design with approval of the instructor; prepares all of the plans, makes a model of the design, and landscapes a proposed lot or prepares an exhibit sheet of the proposed plan rendered in ink or water colors. Lectures on styles of the past and present; modernistic architecture; field trip to study types and furniture; field trip to study construction.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Ray. (2-8)

Industrial Education 431 Architectural Drafting IV

Prerequisites: I. E. 219, 231, 233, 331.
Orders of architecture; history of architecture; reports on assignments; elements of law of contracts; heating and sanitation; business houses and public institutions; preparation of model displays and exhibits.
Sem. II, Jr. or Sr. year. Credit: 2
Mr. Ray. (2-8)

Industrial Education 471 Architectural Drawing V

Prerequisites: I. E. 231, 233, 331, 431.

Fundamentals of Architectural Design. Shades and shadows, coordinate planes, casting shadows, determination of shadow lines. Perspective drawing, terminology, types of perspective, classic orders, comparison, proportion, elementary principles of architectural rendering.

Sem. I, II. Credit: 2
Mr. Ray. (2-8)

ELECTRICAL WORK

Industrial Education 119 Industrial Electricity I

Essentials of electricity including wire splicing, Ohm's Law experiments, cells and batteries, signal circuits, simple light and power circuits, house wiring, direct current lighting and power circuits, direct current generators and motors, ractical applied poblems.

Sem. I, II. Credit: 2
Mr. Good. (3-4)

Industrial Education 343 Industrial Electricity II

Prerequisite: Industrial Education 119.

Magnetic circuits as applied to coils, motors, generators, and transformers. Insulation and insulators. Armature windings and winding projects. Mutual and self-inductance. Conduit wiring projects.

Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Good. (3-4)

Industrial Education 345 Industrial Electricity III

Prerequisites: Industrial Education 119, 343.

Theory and essentials of alternating currents. Shop problems dealing with alternating current measuring instruments, transformers, and various types of alternating current motors and generators and their accessories.

Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Good. (3-4)

GENERAL MECHANICS

Industrial Education 253 General Mechanics I

Prerequisites: Industrial Education 121, 119, 115, 107, 109.

Selections of jobs typical for the content of courses in Home Mechanics; Practical Mechanics; and Simple Mechanics. General Education is made the basis for the major portion of the shop assignments. Because of its general character, much of the work is adaptable to courses set up for girls in these fields. Students, in addition to their mechanical work, are required to make solutions of problems of management necessary to the successful operation of the general shop. Bench and mechanical equipment affords excellent opportunity for work in projects in woodwork, plumbing, electricity, woodfinishing, sheet metal repairs, and bench metal work.

Sem. I, II. Credit: 2
Mr. Tustison, Mr. Kranzusch, Mr. Brown. (1-9)

Industrial Education 365 General Mechanics II

Prerequisite: Industrial Education 253.

Continuation of General Mechanics I in additional and advanced problems. Problems of an Arts and Crafts nature are added to the already varied program. This additional field lends itself to work of an extra-curricular character. New fields of general mechanics nature are explored and original research in developing new problems is stressed. The informational as well as the manipulative content is covered.

Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Tustison, Mr. Kranzusch, Mr. Brown. (10)

Industrial Education 369 Industrial Mechanics I

Prerequisite; Junior standing, or equivalent, in technical sequence.

Industrial Mechanics is a course designed to train teachers to develop the ability of high school students to recognize and interpret mechanical and social change in industry. A study is made of the power, mechanics, and materials involved in the various kinds of industries and in the machine and mechanical devices used by the average citizen. Information is collected and discussed on the kinds of work individuals do in industry, the educational qualifications and preparation they must have for entrance into industry as a worker, and the effect of government regulations on industry and on the consumer.

Sem. II, Jr. or Sr. year. Credit: 2
Mr. Good.

AERONAUTICS

Industrial Education 269 Aeronautics I

Prerequisites: Basic courses in Elements of Woodwork, Bench Metal, and Mechanical Drafting. Experience in General Metal work, especially Welding, will be an advantage, although not a prerequisite.

A first course designed to assist industrial teachers in meeting the initial responsibilities assigned to them in connection with the opening of work in aeronautics. Units of work will be offered in model building, involving construction and related studies appropriate for junior high school pupils. Units of work will be offered with emphasis appropriate for senior high school work in airplane mechanics. The distribution of emphasis in the course will be to assist industrial teachers in the introduction of aeronautics work.

S. S. only. Credit: 2
Mr. Dhein. (2-6)

Industrial Education 270 Aeronautics II

Prerequisites: Aeronautics I, or two semesters of teaching experience of aeronautical constructions, or the equivalent. Welding and bench metal experience is desirable, but not a requirement.

A continuation of Aeronautics I with emphasis placed upon the structural development suitable for glider and aircraft building in the junior and senior high school units. Principles of aerodynamics applied practically and theoretically, including wind tunnel construction and experiments. Wing foil design, with practical application of the N. A. C. A. wind tunnel graphs. Jig arrangements for rib construction. Aircraft rigging and mechanics, including chrome-molybdenum aircraft tube welding. Aircraft motors, and motor starters in theory and practice. Review of the related subjects, including meteorology, navigation, and theory of flight as applicable to secondary school curricula. For those desiring, arrangements will be provided for glider flight instructions. (Slight additional fee due to use of local airport.)

S. S. only, Jr. or Sr. year. Credit: 2
Mr. Dhein. (2-6)

METAL WORK

Industrial Education 245 Auto Mechanics I

Prerequisites: Industrial Education 113, 119.

Seven weeks to the study, repair, and adjustments of the various units of the chassis not including the engine, on live cars brought into the shop. Two weeks to the fundamental principles of operation of the automobile engine, and adjustments of its various parts.

Sem. I, II. Credit: 2
Mr. Good, Mr. Kranzusch. (2-6)

Industrial Education 247 Auto Mechanics II

Prerequisite: Industrial Education 245.

Modern shop practice in overhauling and repairing auto engines and their accessories. Reboring and honing cylinders; fitting new pistons, rings, and piston pins; reseating, grinding, and testing valves; repairing and adjusting carburetors.

Sem. I, II. Credit: 2
Mr. Good, Mr. Kranzusch. (2-6)

Industrial Education 341 Auto Mechanics III

Prerequisites: Industrial Education 245, 247.

Electrical equipment of the automobile. Construction, principles of operation, adjustments and repair of the various types of circuits, operating units, and storage batteries. Practice in diagnosing, locating, and repairing electrical troubles on live cars.

Sem. I II; Jr. or Sr. year. Credit: 2
Mr. Good, Mr. Kranzusch. (2-6)

Industrial Education 451 Auto Mechanics IV

Prerequisites: Industrial Education 245, 247, and 341.

For teachers and prospective teachers of auto mechanics, giving experience in the preparation of instructional units for junior and senior high schools and for vocational schools. Selection and organization of teaching material, shop lay-out, student routing and shop management, equipment selection, tool room planning and operation.

Sem. II, Jr. or Sr. year. Credit: 2
Mr. Good, Mr. Kranzusch. (4-2)

Industrial Education 243 Foundry I

Molding, involving cutting and tempering molding sand preparatory to ramming bench and floor molds. Core making involving making and baking of cores for molds. Cupola practice, including operation of the cupola and the handling and pouring of molten metal. Selecting, mixing, and melting pig iron and machinery scraps to secure machinable qualities in the castings. Two or three heats of cast iron. Melting and pouring of brass and aluminum in a crucible.

Sem. I, II. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 337 Foundry II

Prerequisite: Industrial Education 243.

Advanced molding projects, match plates for production work.

Metallurgy of the foundry. Several heats of iron, brass, and aluminum.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 339 Foundry III

Prerequisite: Industrial Education 337.
Advanced molding and core making problems, and cupola practice. Survey of the foundry trade. Field trips, preparation of instructional material.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 113 Machine Shop I

Construction and operation of the lathe, milling machine, drilling machine, shaper, and grinding machine. Shapes of the cutting tools, grinding, setting, and operating. Calculations to obtain the correct feeds and speed for cutting various metals. Related technical information. Projects involve basic processes on each machine.
Sem. I, II. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 235 Machine Shop II

Prerequisite: Industrial Education 113.
Spiral gear cutting and rack cutting involving the use of the milling machine. Internal and external square thread cutting on the lathe. Cylindrical grinding in the universal grinder. Stress upon related information pertaining to machine shop work.
Sem. I, II. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 237 Machine Shop III

Prerequisite: Industrial Education 235.
Worm gearing, tool and cutter grinding, and problems in tool making. Planning, drilling, and tapping cast iron machine parts. A survey of the trade is made with a view to organizing material for teaching. Material uses and cost studies.
Sem. I, II. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 435 Machine Shop IV

Prerequisite: Industrial Education 237.
Bevel-gear cutting, punch and die making, internal grinding, problems in tool making. Studies of selection of appropriate

materials. Organization of project material and instructional units.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 115 Sheet Metal I

Fundamental machine and hand tool operations; care, use, and adjustment of sheet metal equipment; the development of simple patterns involving parallel and radial lines; direct layout and short methods; study of markets, manufacture, buying, etc. of equipment and supplies.
Sem. I, II. Credit: 2
Mr. Keith. (2-8)

Industrial Education 239 Sheet Metal II

Prerequisite: Industrial Education 115.
Drafting irregular patterns by means of triangulation; triangulation using the top view in the layout, triangulation using both top and side view in the layout, triangulation using the side view only in the layout, shop practice in the make-up of irregular fittings from various fields of sheet metal work.
Sem. I, II. Credit: 2
Mr. Keith. (2-8)

Industrial Education 241 Sheet Metal III

Prerequisites: Industrial Education 115, 239.
Shop problems in blower and exhaust piping, architectural work, heating and ventilating, drafted and made up. Mensuration applied to sheet metal containers. Review of triangulation; advanced forms of parallel line and radial development.
Sem. I, II; Jr. and Sr. year. Credit: 2
Mr. Keith. (2-8)

Industrial Education 333 Sheet Metal IV

Prerequisite: Industrial Education 115.
The working of copper, brass, aluminum, pewter, monel metal, etc.; their uses and application in sheet metal work; projects involving soft and hard soldering, spinning, raising, chasing, seaming, piercing, etching, coloring, etc.; study of related and technical information, markets, and supplies.
Sem. I, II; Jr. and Sr. year. Credit: 2
Mr. Keith. (2-8)

Industrial Education 335 General Metal I

Prerequisites: Industrial Education 115, 113.
General shop of the trade group type. Organization, courses of study, layouts, equipment, operation, uses of instructional ma-

terial, supplies. Shop work in selected projects representing bench metal, forging, heat treating, machine shop, oxy-acetylene welding.
Sem. I, II. Credit: 2
Mr. Keith. (2-8)

Industrial Education 355 General Metal II

Prerequisite: Industrial Education 335.
Continuation of General Metal I. Advanced work in ornamental and tool forging, oxy-acetylene welding, power hammer work, bench metal, electro-plating, heat treating, and the use of ceramic tile in combination with metal. A study is made of new machines, tools, and metals, their manufacturing costs, etc.
Sem. I, II; Jr. and Sr. year. Credit: 2
Mr. Keith. (2-8)

Industrial Education 455 Oxy-acetylene and Electric Welding

Prerequisites: Industrial Education 335 and 355.
Setting up, operation, maintenance, and repair of generators, tanks, gauges, manifolds, lines, and torches. Setting up, operation, and maintenance of arc welding equipment. Emphasis on gas and electric welding and cutting of all common metals. Instructional organization of gas and electric welding.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Keith. (2-8)

PRINTING

Industrial Education 117 Printing I Elementary Composition

Elements of composition, stonework, and platen press work. Graded projects in straight composition involving basic operations of job printing, proofreading. Supplementary lectures and demonstrations given in definite teaching units.
Sem. I, II. Credit: 2
Mr. Baker and others. (2-8)

Industrial Education 255 Printing II Advanced Composition

Prerequisite: Industrial Education 117.
Advanced composition. Problems in display composition, stonework, and platen press work. An introduction to commercial problems and jobs, through use of typical projects. Allows gain in skill as craftsman. Supplementary lecture periods devoted to typographical design and its application.
Sem. I, II. Credit: 2
Mr. Baker.

Industrial Education 257 Printing III Machine Composition

Prerequisites: Industrial Education 117, 255, 257.
Study of intertype and linotype machines. Includes study of the complete mechanism, care, and operation of typesetting machines. Time divided between mechanism and practice operating. Sufficient time is spent on study of mechanism of the machine to give a complete knowledge of principles and care.
Sem. I, Jr. or Sr. year. Credit: 2
Mr. Baker. (3-7)

Industrial Education 351 Printing IV Printshop Mechanics

Prerequisites: Industrial Education 117, 255, 257, 351, 459.
Course designed to cover study of adjustments and care of all machines found in the school and job shop, including platen and cylinder presses, automatic feeders, stereotype equipment, linotype, intertype, monotype, paper cutters, stitchers, and folders. Operation tests on each. Study and reference will include special work and storage equipment.
Sem. II, Jr. or Sr. year. Credit: 2
Mr. Baker. (5-5)

Industrial Education 259 Printing V School Publications

Prerequisites: Industrial Education 117, 255, 257, English 439.
Prepares teachers of printing to handle school periodicals as a part of their work. Study of school newspapers, magazines, and annuals from the viewpoint of organization and operation. Elements of journalism and their application from the viewpoint of the printing instructors. The Stoutonia, the weekly school newspaper, and morgue used as a laboratory.
Sem. II, Jr. or Sr. year. Credit: 2
Mr. Baker. (6-4)

Industrial Education 361 Printing VI Printing Design

Prerequisites: Industrial Education 117, 255, 257.
Application of elementary art and design to practical printing. Study of type design, commercial layouts, colors, papers, cover designs, folders, and booklets. Lectures, shop work and drawings. Application of Block carving.
Sem. II, Jr. or Sr. year. Credit: 2
Mr. Baker. (4-6)

Industrial Education 449 Printing VII Printing Economics

Prerequisites: Industrial Education 117, 255, 257.
Acquaint the teacher of printing with economic problems of both commercial and school print shops. Shop organization and management, purchasing of equipment and supplies, shop layouts,

and cost estimating. Lectures supplemented by references and practical problems. Part time devoted to organization of material for instructional purposes, and development of printing tests.
Sem. II, Jr. or Sr. year. Credit: 2
Mr. Baker. (6-4)

Industrial Education 459 Printing VIII Presswork

Prerequisites: Industrial Education 117, 255, 257.
Practical problems and operation of platen and cylinder presses, and automatic feeders for platen presses, imposition of large forms. Research problems in presswork. Field study of modern presses, multiple-color, rotary, rotogravure, offset, and automatic feeding machinery. Problems in bindery operations involving bindery machinery. Study of paper and inks and their importance in the press room. Field trips.
Sem. I, Jr. or Sr. year. Credit: 2
Mr. Baker. (5-5)

Industrial Education 359 Cooperative Printing (Off-Campus and Campus)

Prerequisites: Industrial Education 117, 255, 257.
Full time work in a commercial shop under the supervision of a coordinator. Campus cooperative printing consists of production work in the school shop, under shop conditions. Maximum time required equivalent to two regular shop courses.
On request for qualified students.
All year. Credit: 2
Mr. Baker and others. (24)

WOODWORK

Industrial Education 107 Elements of Hand Woodwork

Basic processes in hand woodwork. Study and performance in sharpening and care of common hand tools. Study and performance in getting out stock, laying out, and making common joints and construction through the use of exercises and a project involving fundamental or basic processes and points.
Sem. I, II. Credit: 2
Mr. Wigen, Mr. Paul Nelson. (2-8)

Industrial Education 131 Elements of Machine Woodwork

Prerequisite: Industrial Education 107.
Basic course with emphasis on operation of stationary and portable machinery, combinations of operations typical in modern processes in industry. Applied in machining stock for one or more projects to be at least partially assembled. Use of working drawings, stock cutting bills, patterns, rods, jigs, and templates. Kinds, characteristics, and classifications of wood and lumber.
Sem. I, II. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 215 Cabinet Work I (Case and Furniture Making)

Prerequisites: Industrial Education 107, 131.
Making projects suitable for senior high school classes. Use of working drawings or models, or both, and stock cutting bills. A wide range of stationary and portable machinery will be used as extensively as possible. Order of procedure, a special system of face marking and laying out, smoothing, and assembling are stressed. Construction characteristics, kinds and uses of joints, and detailed dimensions for parts and location of joints will be studied. Tests will be taken on a laboratory basis for moisture content, shrinkage, expansion, an dcase hardening of wood; temperature and relative humidity of atmosphere, and consequent effect on wood will be taken. A graph showing daily changes in atmosphere will be made by the class.
Sem. I, II. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 311 Cabinet Work II (Case and Furniture Designing)

Prerequisites: Industrial Education 107, 131, 215.
A field trip to furniture stores and the Art Institute Selection, designing, making full size, working drawings, stock cutting bills, sample job plans, routing procedure, laying-out patterns, rods, templates, and jigs for cabinets or furniture project the senior high school boys can make. Junior high school or college projects may be chosen occasionally. Supplemented by study and application of proportion, space division, contour, and surface enrichment in industrial arts design.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 411 Cabinet Work III (Advanced Cabinet and Furniture Making)

Prerequisites: Industrial Education 107, 131, 215, 311.
Advanced cabinet and furniture work somewhat on a thesis basis. An extension, application, and try-out of the work done in Ind. Ed. 311, each student building the project he designed and made working drawings for. A factory field trip is recommended before taking this course. Special curricular and extra-curricular

freedom in the use of the mill room, cabinet shop, and equipment are offered in and after this course.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Hansen. (10)

Industrial Education 219 Carpentry I

Prerequisites: Industrial Education 107, 131.
Surveying and staking out for buildings; concrete forms constructed for a section comprising footings, wall, flue, beam, and stairway; stripping of concrete forms; floor framing, wall framing, and roof framing in actual house construction; the steel square as used in roof framing; sheathing, shingling, and insulating; correlation between workers in carpentry and between the building trades. Reference assignments and "round table" discussions.
Sem. I, II. Credit: 2
Mr. Paul C. Nelson. (2-8)

Industrial Education 319 Carpentry II

Prerequisites: Industrial Education 107, 131, 219.
Review of equal pitch roof framing; study and construction of unequal pitch roof framing; cornice construction, porch framing and finishing; exterior trimming; scaffold construction; study of building materials; quantity surveying and ordering materials; projects for teaching carpentry; workers in the carpentry trades; reference assignments and "round table" discussions.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Paul C. Nelson. (3-7)

Industrial Education 421 Carpentry III

Prerequisites: Industrial Education 107, 131, 219, 319.
Interior finishing; elements of stair building; polygonal and curved roof and ceiling construction; structural design in framing; structure and aesthetic design in finishing; organizing teaching material and shop equipment for courses in carpentry; supervision of a carpentry teaching job; carpentry as a life work; reference assignments and reports.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Paul C. Nelson. (10)

Industrial Education 116 General Woodwork I

Prerequisite: Industrial Education 107.
Study and performance in Three Units, namely: Woodturning, Upholstery, and Carpentry. General Shop, rotating plan in three-week periods. Projects are used as the basis for all units of work, exercises being used only where preliminary performance is necessary.
Sem. I, II.
Mr. P. C. Nelson. Credit: 2 (2-8)

Industrial Education 263a General Woodwork II (Millwork)

Prerequisites: Industrial Education 107, 131.
Extension of Ind. Ed. 131 with major attention on problems in Industrial Mill Work. Projects will vary according to practical demands which furnish suitable problems for correlation with carpentry, architectural details, and cabinet work. Making sash, doors, built-in cabinet work, window and door frames, moldings, or milling stock for other classes will be done on a production basis.
Sem. I II.
Mr. Hansen. Credit: 2 (3-7)

Industrial Education 263b General Woodwork II (Mill-Wrighting)

Prerequisites: Industrial Education 107, 131.
Care and maintenance of woodworking machinery, machine saw and knife fitting, band saw brazing, aligning and adjusting parts of machines, babbeting and adjusting bearings, belting and power transmission problems, installing new equipment, laying out and making molding knives and general repair work to keep equipment in condition. Cutting angles, backing clearance, grinding bevels, cutting speeds, rates of feed and shop lay-outs will be studied.
Sem. I, II.
Mr. Hansen. Credit: 2 (2-8)

Industrial Education 364 General Woodwork III

Prerequisites: Industrial Education 107, 131, 215.
A variety of form and surface enrichment to enlarge experiences which have or will not be acquired in other courses.
Form Enrichment: Making tapered and cabriole legs, curved rails, shaping, sticking, coping, molding, turning. Making curved parts by saw kerfing, by building up cores to be veneered, by laminating, and steaming and bending.
Surface Enrichment: Veneering, inlaying, overlaying, carving, fluting, reeding, routing, punching, caning and piercing, or fret sawing.
These may be applied on parts for projects to be completed later, or on exercises which may be used as demonstration samples.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Hansen or Mr. P. C. Nelson. (2-8)

Industrial Education 240 Boat Building I

Prerequisites: I. E. 107, 131, 121, 118.

Planning and building the principal types of small boats. Elements of proportion and shape and their relationship to seaworthiness, safety, ease of handling, and speed. Kinds and treatment of wood and other boat materials. Joints and joining Painting and water-proofing.

Sem. II, Jr. or Sr. year. Credit: 2

Mr. Paul C. Nelson.

Industrial Education 447 Cooperative Work on Campus

Prerequisites: Industrial Education 107, 131, 215, 311.

This work is on a production basis. Building equipment, teaching demonstration models, etc., in the mill room and cabinet shop. Only such jobs as are suitable and provide definite training experience will be taken on.

Sem. I, II. Credit: 2

Mr. Hanson. (2-4)

Industrial Education 448 Cooperative Work in Industry

Prerequisites: Industrial Education 107, 131, 215, 311.

Through affiliations with industry, opportunities are available for practical experience in woodworking plants in nearby cities. Applications on Smith-Hughes requirements are frequently made. A conference with instructor in charge is necessary before assignment.

Sem. I, II. Credit: 2

Hansen, Nelson, Wigen, Curran, and others.

Industrial Education 353 Furniture Upholstery I

Upholstering tools and equipment; materials used; cost of materials and equipment; chair frame construction for upholstery; pad seat and pad back upholstery; the spring seat and spring back; overstuffed furniture; curved back upholstering; study of leathers, tapestries, velours, mohairs; planning and cutting the covering materials; repairing upholstered furniture.

S. S. only, Jr. or Sr. year. Credit: 2

Mr. Curran. (1-9)

Industrial Education 373 Furniture Upholstery II

Prerequisite: Industrial Education 353.

Course includes larger and more difficult jobs in overstuffed furniture or antique furniture. More emphasis is placed on planning, ordering, and cutting covering material. Student may choose type of job to build.

S. S. only, Jr. or Sr. year. Credit: 2

Mr. Curran. (10)

Industrial Education 133 Home Craft and Repair Work

Simple furniture repairing and reupholstering; footstools of various styles made and upholstered; designing, making, and finishing toys; games and puzzles for children of different ages; bird houses and feeders; doll furniture; nursery furniture; garden furniture; tool boxes; window boxes; window shelves; tie racks; watch holders; book racks; shoe racks; slipper boxes; weather vanes; wind mills. Small power machines may be used. Instruction planned with groups and with individuals. Each student may select types of work suited to his needs. This course offers suggestions to teachers ,to member of home workshop clubs, and amateur craftsmen. Open to men and women.

S. S. only. Credit: 2

Mr. Curran.

Industrial Education 221a Painting and Decorating I

Study and practice in application and uses of basic finishes for composition material, wood, and metal. Methods of refinishing old work. Practical experience with new types of finishing materials: plastic paints, bakelite, lacquers, textone, etc. Modern practice in the use of spraying equipment.

Sem. I, II. Credit: 2

Mr. Wigen. (2-8)

Inddustrial Education 221b Painting and Decorating II

Prerequisite: Industrial Education 221a.

Study and practice in color theory, color mixing, and applications in various mediums. Instruction sheets and pupil selection of special type finishes and methods; two tone, antique methods, stenciling, stripping, glazing, blending, hazing, etc. Large panels of special wall finishes stippling, blending, texturing with plastic materials. Production work with the use of the spraying equipment. Experience wit hbasic metal finishing methods.

Sem. I, II; Jr. or Sr. year. Credit: 2

Mr. Wigen. (2-8)

Industrial Education 225 Patternmaking I

Prerequisites: Industrial Education 107, 227.

Wood patterns of machine parts for casting in iron, brass, and aluminum. Study of types of work performed by patternmakers. Patternmaking allowances; shellacking a pattern to convey information to a molder. Patterns involving solid, split, and segmental construction. Core boxes for whole and half cores, right

and left hand, interchangeable baked sand cores. Patternmaking materials. Visit to a foundry.
Sem. I, II. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 325 Patternmaking II

Prerequisites: Industrial Education 225, 243.
Patterns for sheave wheel; bevel gear blank; mounted and gated patterns for production work; irregular shaped patterns and match plates. 2 in. soil pipe fittings involving bench and lathe work and built up core box construction. Segmental pulley construction involving spokes, webs, and bosses. Survey of patternmaking and organization of instructional material.
Sem. I, II; Jr. or Sr. year. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 327 Patternmaking III

Prerequisite: Industrial Education 325.
Planning and building patterns for a small machine such as drill press, bench grinder, electric motor. Place of patternmaking in industry. Study of construction of patternmaking for sweep work in the foundry. Pattern shop equipment plans for school shop.
Sem. I II; Jr. or Sr. year. Credit: 2
Mr. Milnes.

BUILDING CONSTRUCTION

Industrial Education 249 Masonry I

Elements of bricklaying, including spreading in the various bonds, corners, walls, chimneys; piers; building of pilasters, construction of arches, walling in window frames; building of fireplaces. Fundamentals of concrete work such as sidewalks, curbs, and gutters, foundations, walls, steps, cisterns, septic tanks, retaining walls, stuccoing, terrazza and ornamental garden furniture, birdbaths, benches, flower boxes, tables, etc. Preparation of modern instructional material; analysis of the trade for instructional purposes, including related and occupational information. Demonstrations and class work carried on in actual trade practice conditions. Optional units in concrete work are available when necessary.
Sem. I, II. Credit: 2
Mr. Ray.

Industrial Education 251 Masonry II

Prerequisite: Industrial Education 249.
A continuation of Masonry I in advanced problems; speed work; motion study; analysis of the more complicated phases of masonry; related work and assignments for class reports. Possible instructional distributions in high schools and vocational including shop layouts. Costs of equipment, trade tests, scaffolding, safety and hygiene; estimating. Optional units in concrete work available when necessary.
Sem. I, II. Credit: 2
Mr. Ray.

Industrial Education 354 General Building Construction I

Prerequisite: Industrial Education 219, 249.
Lectures, field study reports, and analytical studies in general building construction. Materials, building trends, codes, modern definitions of good practice and economics of building construction. Preparation of instructional and guidance material. Identification of content for consumer, home owner, and builder values.
Sem. II. Jr. or Sr. year. Credit: 2
Mr. Ray.

Student Roster

1935-36

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Degrees Conferred 1935

Allen, Evelyn M. Bessemer, Mich.
Alvord, Evelyn M. Appleton, Wis.
Anderson, Carl J. Elkhart, Ind.
Anderson, Selma M. Osseo, Wis.
Anderson, Stuart A. Menomonie, Wis.
Beach, Harry A. Madison, Wis.
Behringer, Charles A. Manitowoc, Wis.
Berg, Clarence A. Menomonie, Wis.
Bergman, Gustave Virginia, Minn
Betterley, Ralph E. Elmwood, Wis.
Bjornson, Clifford E. Menomonie, Wis.
Boettcher, Gertrude C. SanBernardino, Calif.
Boettcher, Harry W. San Bernardino, Calif.
Bradley, Doris E. Menomonie, Wis.
Braker, Wayne C. Menomonie, Wis.
Brenner, Carl J. East Orange, New Jersey
Bressler, Edward J. Menomonie, Wis.
Brown, Marion A. New Richmond, Wis.
Bussey, Violette Mae Edgerton, Wis.
Carlson, Rosamond L. Eau Claire, Wis.
Carp, Reuben Charleston West Virginia
Charlick, LeRoy E. Highland, Mich.
Chase, Marion E. Oshkosh, Wis.
Christopherson, Elizabeth Superior, Wis.
Cook, Donald Montfort Wis.
Cryderman, Charles E. Detroit, Mich.
Corosolla, Ernest Ironwood, Mich.
Curran, Frederick L. Menomonie, Wis.
Damm, Lucille F. Columbus, Wis.
Damm, Verna E. Columbus Wis.
Danielson, Dan E. Manitowoc, Wis.
Daugherty, Paul L. Boscobel, Wis.
Decker, Gerald E. Menomonie, Wis.
Dhein, Orian I. Madison, Wis.
Diedrich, Helen E. Menomonie, Wis.
Dixon, Richard J. Menomonie, Wis.
Dodd, Newton John Superior, Wis.
Doyle, Eugene W. Menomonie, Wis.
Ebert, Ernest R. Superior, Wis.
Erickson, I. Luella Virginia, Minn.
Erpenbach, Loyd W. Elk Mound, Wis.
Feirer, Albert J. Menomonie, Wis.
Fields, Frank J. Chippewa Falls, Wis.
Fleming, Lucille M. Glenwood City, Wis.
Flory, Wilmer B. Logansport, Ind.
Fornow, Rose M. Bessemer, Mich.
Gaertner, Heinrich J. Neenah, Wis.
Gilker, Hal Chippewa Falls, Wis.
Govin, James L. Menomonie, Wis.
Green, Jane Menomonie, Wis.
Gunderson, Harriet V. South Hibbing, Minn.
Gunz, Virginia L. Oshkosh, Wis.
Guy, George St. Cloud, Minn.
Haase, Carl J. Milwaukee, Wis.
Hagen, Olberg C. Detroit, Mich.
Hansen, Harold E. Jacksonville, Florida
Hansen, Paul B. Menomonie, Wis.
Hanzel, Albert New Prague, Minn.
Henning, Janice L. Fountain City, Wis.
Hislop, George B. Racine, Wis.
Hockenbrock, Eunice M. Eau Claire, Wis.
Hoernemann, Edmund C. Menomonie, Wis.
Horman, Woodrus F. Sleepy Eye, Minn.
Hugdahl, Elwood V. Bensenville, Ill.
Jackson, George Clenard Mineral Point, Wis.
Jackson, George T. Arcadia, Wis.
Jackson, Warren T. Strum, Wis.
Jeffrey, Doris H. Shullsburg, Wis.
Johnson, Grace Bessemer, Mich.
Judish, Frank L. Stambaugh, Mich.
Kaiser, Jessie Erlin Huron, S. D.
Klatt, Dick Granger Menomonie, Wis.
Klatt, Ramona A. Menomonie, Wis.
Kubach, Walter F. Sandusky, Ohio
Lange, Eric F. Minocqua, Wis.
Laughlin, Lee D. Appleton, Wis.
Ledin, Clarence T. Superior, Wis.
Lobeck, William E. Columbus, Wis.
Lohr, Karl T. Battle Creek, Mich.
Lohrie, Benjamin J. Elmwood, Wis.
Lotwin, Gertrude Menomonie, Wis.
McClellan, Clarence F. Menomonie, Wis.
McLaughlin, Lucile F. Eau Claire, Wis.
May, Russell W. Downing, Wis.
Martinson, Helmer M. Eau Claire Wis.
Melby, Elwood R Menomonie, Wis.
Millenbach, G. Ivan Chassel, Mich.
Moody, Cordelia A. Menomonie, Wis.
Murray, Robert S. Janesville, Wis.
Nelson, Maurice J. Mankato, Minn.
Nibbe, Mary Louise Chippewa Falls Wis.
Nichols, Alice M. Mt. Hope, Wis.
Oass, Leonard T. Menomonie, Wis.
O'Connell, Gordon L. Menomonie, Wis.
O'Connor, Patrick J. Menomonie, Wis.
Olson, Howard C. Menomonie, Wis.
Patrick, Vivian A. Whitewater, Wis.
Peterson, Charles R. Rib Lake, Wis.
Puhl, Lester G. Menomonie, Wis.
Reinel, John F. Jefferson, Wis.
Reinhard, Paul M. Eau Claire, Wis.
Richert, Marlys R. Menomonie, Wis.
Romine, Charles H. Madison, Wis.
Rowe, Charles W. Beloit, Wis.
Rudolph, Edwin L. Atlanta, Georgia
Schroeder, Delta K. Platteville, Wis.
Shaw, Francis B. Fond du Lac, Wis.
Smilanich, Amelia M. Chisholm, Minn.
Smith, Louis E. Menomonie, Wis.
Snoyenbos, Dorr C. Mondovi, Wis.
Sommervold, Melvin Menomonie, Wis.
Spence, Catherine A. Appleton, Wis.
Stein, Harriett M. Wisconsin Dells, Wis.
Stiles, Fred D. Lincoln, Ill.
Strese, Dorothy D. Durand, Wis.
Swenson, Erling F. Madison, Wis.
Swiston, Mary Washburn, Wis.
Timbers, Michael H. Menomonie, Wis.
Watson, Grace Katherine Appleton, Wis.
Wolske, Lawrence E. Menomonie, Wis.
Woodworth, Harland M. Camino, Calif.
Yoss, Fred Louis Jackson, Mich.

Post-Graduate Students

Beguhn, Bernhardt A. Menomonie, Wis.
Haase, Carl J. Milwaukee, Wis.
Hansen, Paul B. Menomonie, Wis.
Hryz, Mary Melrose, Wis.
Wolske, Lawrence Menomonie, Wis.

Senior Class

Adams, Evelyn C. Menomonie, Wis.
Ainger, Robert F. Genoa City, Wis.
Allen, Margaret E. River Falls, Wis.
Amundson, Lily G. Rice Lake, Wis.
Anderson, Ansel L. Ashland, Wis.
Anderson, Kermit E. Ashland, Wis.
Arnoldt, Charles G. Janesville, Minn.
Bahl, Wanda A. DePere, Wis.
Baun, Dorothy A. Kenosha, Wis.
Beauchamp, Clarence J. Ironwood, Mich.
Becher, Harold E. Milwaukee, Wis.
Belknap, Dorothy B. Wauwatosa, Wis.
Berger, Lewis W. Menomonie, Wis.
Bogaard, Alex H. Abbortsford, Wis.
Borner, Eleanor M. River Falls, Wis.
Braaten, Lawrence C. Elk Mound, Wis.
Braker, Orvetta N. Menomonie, Wis.
Braun, Merceda A. Athens, Wis.
Brown, Evelyn K. New Richmond, Wis.
Bubeck, Ruth E. Cadott, Wis,
Burmeister, Adrian O. Menomonie, Wis.
Carlson, Elsa M. Eveleth, Minn.
Cole, Jane M. Superior, Wis.
Dallick, Nich Mayville, Wis.
Darling, Dorothy Linstrom, Minn.
De Rubeis, Zenda J. Ironwood, Mich.
Doyle, Betty A. Menomonie, Wis.
Einum, James Roy Menomonie, Wis.
Embretson, Oscar Stanley, Wis.
Engelbracht, Nellie St. James, Minn.
Erpenbach, Marie E. Elk Mound, Wis.
Feirer, John L. Menomonie, Wis.
Finney, Mary C. Menomonie, Wis.
Foster, Roy I. Menomonie, Wis.
Fuller, Ann Menomonie, Wis.
Funk, Mary Lou Menomonie, Wis.
Giese, Willis E. Menomonie, Wis.
Giovannini, Steve F. Milwaukee, Wis.
Gracie, Edgar A. Jr. Nashwauk, Minn.
Gwynn, Roy V. Mabscott, W. Va.
Hankwitz, Marguerite Fond du Lac, Wis.
Hanson, Erwin D. Alexandria, Minn.
Hanson, Lillian C. Bayfield, Wis.
Hanson, Marie L. Racine, Wis.
Hill, Merle M. Arcadia, Wis.
Hokenstrom, Dayton S. Chippewa Falls, Wis.
Hollen, Selmer A. Eau Claire, Wis.
Houg, Wallace O. Menomonie, Wis.
Howison, Dorothy R. Menomonie, Wis.
Huber, Hubert H. Menomonie, Wis.
Hylland, Olive P. Menomonie, Wis.
Jarvis, John A. Janesville, Wis.
Johnson, Charles A. Whitewater, Wis.
Kaiser, Lawrence J. Menomonie, Wis.
Kranzusch, Ray F. Menomonie, Wis.
Kubalek, Harry J. Milwaukee, Wis.
Kuhefuss, Johanna A. Cedarburg, Wis.
Lamon, Lois L. Elmwood, Wis.
Larson, Adelaide R. Duluth, Minn.
Larson, Viola Minneapolis, Minn.
Lauermann, Phillis M. Alexandria, Minn.
Lindstrom, Oscar H. Biwabik, Minn.
Lonnholm, Julius D. Superior, Wis.
Ludvigson, John W. Elk Mound, Wis.
Lundell, Leonard W. Cloquet, Minn.
Magagnini, Fred J. Virginia, Minn.
McEachron, Marion E. De Pere, Wis.
Mereen, Donald K. Milwaukee, Wis.
Meath, Stella Cylon, Wis.
Metcalf, Helen E. Platteville, Wis.
Miller, Irma A. Menomonie, Wis.
Moltzau, Hughitt G. Menomonie, Wis.
Mullen, Agnes S. Bloomer, Wis.
Mullen, Ragna S. Bloomer, Wis.
Murray, Marie M. Antigo, Wis.
Nelson, Eunice A. Marshfield, Wis.
Ney, Bernard P. Elk Mound, Wis.
Nuttall, Raymond C. Menomonie, Wis.
Olsen, Gordon E. Milwaukee Wis.
Olson, William E. Ironwood, Mich.
Owen, Louise W. Downing, Wis.
Paulson, J. Lenora Carpio, N. Dak.
Peck, Evelyn J. Menomonie, Wis.
Person, Marcus I. Superior, Wis.
Pickering, Inez D. Ellendale, Minn.
Pierson, Theodre K. Menomonie, Wis.
Price, Kirby J. Menomonie, Wis.
Roberts, Deborah L. Pine City, Minn.
Ruesink, Florence B. Hudson, Wis.
Ruppe, Frank J. Ironwood, Mich.
Salzmann, Dorothy L. Beecher, Ill.
Schultz, Marine R. Menomonie, Wis.
Shafer, Joyce A. Menomonie, Wis.
Sherman, Robert V. Hibbing, Minn.
Siefert, Edwin W. Menomonie, Wis.
Skeels, Catherine L. Eau Claire, Wis.
Spaulding, Esther L. Baraboo, Wis.
Stanton, Harriett A. Nashwauk, Minn.
Steinke, Agnes E. Baraboo, Wis.
Swan, Edith B. Wauwatosa, Wis.
Swanson, Myrtle M. Stambaugh, Mich.
Thomas, Elaine M. Evansville, Wis.
Torke, Vera G. Plymouth, Wis.
Turner, Maurice N. Black River Falls, Wis.
Van Valkenburg, Harley J. Chetek, Wis
Vennes, Grant R. Menomonie, Wis.
Volp, Glenn F. Menomonie. Wis.
Wallner, Leo D. Janesville, Minn.
Waters, Kenneth R. Shell Lake, Wis.
Webb, Ednagrace Virginia, Minn.
Williams, John S. Menomonie, Wis.
Willis, Mrs. Jessie B. Lime Ridge, Wis.

Junior Class

Adams, Harvey J. Menomonie, Wis.
Anderson, Emily F. Menomonie, Wis.
Arnson, Clarence A. Menomonie, Wis.
Barbo, Agdur A. Menomonie, Wis.
Barich, Garrott S. Hibbing, Minn.
Browe, Leonard A. Menomonie, Wis.
Chenoweth, Carol L. Renville, Minn.
Christianson, Peter F. Rib Lake, Wis.
Dee, Mary Chippewa Falls, Wis.
Dolejs, Joseph M. Antigo, Wis.

Erckmann, Norman S.	Sioux City, Iowa
Flanagan, Eleanor F.	Stanley, Wis.
Flick, Doris N.	LaCrosse, Wis.
Garrison, Paul L.	Boyceville, Wis.
Good, Helen M.	Menomonie, Wis.
Grabowski, Henry V.	Milwaukee, Wis.
Griffin, Dora M.	Menomonie, Wis.
Hancher, John W.	Ellwood City, Pa.
Hellum, Jack P.	Menomonie, Wis.
Hemer, Irma K.	Menomonie, Wis.
Herpst, Marion L.	Elmwood, Wis.
Herwig Erma E	Arlington, Wis.
Hipke, Mary V.	Stanley, Wis.
Holman, Jay H.	Barron, Wis.
Hulter, Henry	Superior, Wis.
Jewett, Verne H.	Chippewa, Falls, Wis
Johnson, Cyril W.	Menomonie, Wis.
Johnson, Stanley T.	Chisholm, Minn.
Joos, Mabel A.	Alma Center, Wis.
Jumer, William R.	Glencoe, Minn.
Kelley, Mary J.	Menomonie, Wis.
Keown, Hugh	Mt. Berry, Ga.
LaPage, Gretchen B.	Calumet, Minn.
Laurich, Olga A.	Eveleth, Minn.
Lloyd, Dorothy B.	Randolph, Wis.
Lulloff, Rosemary C.	Greenleaf, Wis.
Lutze, Hildegrade L.	Sheboygan, Wis.
MacMiller, Franklin L.	Wheeler, Wis.
Martin, Jane	Chippewa Falls, Wis.
Martin, Mildren G.	Menomonie, Wis.
McLeod, Malcolm J.	Menomonie, Wis.
Mezzano, James L.	Wakefield, Mich.
Millar, Donald R.	Menomonie, Wis.
Miller, Marion A.	Stanley, Wis.
Milnes, Harold J.	Menomonie, Wis.
Murray, Gertrude A.	Hibbing, Minn.
Nelson, Anita	Menomonie, Wis.
Nelson, Viggo	Menomonie, Wis.
Neubauer, Gerhardt F.	Menomonie, Wis.
Neverdahl, Lorraine E.	Menomonie, Wis.
Norman, Mary M.	Manitowoc, Wis.
Nowack, Eugenia K.	Watertown, Wis.
Olson, Harriet D.	Menomonie, Wis.
Overbeck, Allouise	Sturgeon Bay, Wis.
Petersanti, Nello A.	Hibbing, Minn.
Riccelli, Gene L.	Eveleth, Minn.
Rice, Kathryn E.	Fond du Lac, Wis.
Rosenthall, Herbert W.	West Allis, Wis.
Sand, William M.	Menomonie, Wis.
Sawyer, Barbara E.	Neenah, Wis.
Schernecker, Ann L.	Madison, Wis.
Schulz, Harold A.	Milwaukee, Wis.
Sjolander, Margaret A.	Holmen, Wis.
Skinner, Sidney J.	Eveleth, Minn.
Springer, Charles	Menomonie, Wis.
Steiner, Elner M.	Appleton, Wis.
Stephens, Allen J.	Elmwood, Wis.
Sturmer, Carolyn F.	Cassville, Wis.
Styer, Lois L.	Menomonie, Wis.
Thomas, David E.	Waukegan, Ill.
Trettin, Vincent J.	Menomonie, Wis.
Trinko, Paul A.	Menomonie, Wis.
Woerth, Dorothy L.	Menomonie, Wis.
Worman, Darby E.	Sand Creek, Wis.
Zastrow, Loretta M.	Fountain City, Wis.
Zellinger, Charles J.	Eau Galle, Wis.
Zierath, Marian E.	Sheboygan, Wis.

Sophomore Class

Andrews, Doris R.	Rock Falls, Wis.
Ausman, Lorraine E.	Elk Mound, Wis.
Averill, Marie L.	Lugerville, Wis.
Bakken, Ward E.	Menomonie, Wis.
Blank, Keil E.	Oconto, Wis.
Blank, Neil E.	Oconto, Wis.
Boehlke, Florence K.	Eau Claire, Wis.
Brekke, Palmer O.	Menomonie, Wis.
Brophy, John M.	Milwaukee, Wis
Bryant, Virginia N.	Menomonie, Wis.
Carlson, Darvey E.	Grantsburg, Wis.
Christiansen, Ardys E.	Amery, Wis.
Christopherson Irene M.	Menomonie Wis.
Clausen Douglas W	Luck, Wis.
Duesing, Georgia	Menomonie, Wis.
Fortin, John E.	Knapp, Wis.
Fox. Stanley L.	Waseca, Minn.
Friedl, Agnes A.	Antigo, Wis.
Gantzer, Helen F.	Minneapolis, Minn.
Good, Ruth C.	Menomonie, Wis.
Graslie, Lorene L.	Spring Valley, Wis.
Griffin, Wayne R.	Menomonie, Wis
Gronseth, Oscar A.	Stoughton, Wis.
Hall, Thomas F.	Menomonie, Wis.
Hansen, Jeannette E.	Menomonie, Wis.
Harrington, Edwin F.	Superior, Wis.
Hed, Agnes J.	Crandon, Wis.
Hellum, Anne M.	Menomonie, Wis.
Jeatran, Thea	Menomonie, Wis.
Jilek, Alice P.	Menomonie, Wis.
Johnson, Fanchon A.	Eau Claire, Wis.
Johnson, Kenneth G.	Amery, Wis.
Johnson, Robert Orrin	Menomonie, Wis.
Karlen, Calvin H.	Boyceville, Wis.
Kees, Galen D.	Durand, Wis.
Keith, Betty J.	Menomonie, Wis.
King, Mrs. Lorena A.	Menomonie, Wis.
Klatt, Mary Ellen	Elmwood, Wis.
Kuchenbecker, John E.	Menomonie, Wis.
Kurz, Jerry J.	Durand, Wis.
Laatch, Earl E.	Milwaukee, Wis.
Larson, Francis E.	Menomonie, Wis.
La Tondresse, Walter R.	Racine, Wis.
Leyhe, William S.	Plymouth, Wis.
Lotz, Charles W.	Cadott, Wis.
Lulloff, Marjorie J.	Greenleaf, Wis.
Lundquist, Mary Ann E.	Siren, Wis.
Maly, Patricia G.	Saxon, Wis.
Mather, Arthur B.	Nevada, Iowa
Milbrot, Velda A.	Oakfield, Wis.
Miller, Margaret J.	Alma, Wis.
Miller, Norman M.	Menomonie, Wis.
Milliren, Harriet M	Menomonie, Wis.
Moldenhauer, Eilert H.	Fall Creek, Wis.
Morrison, Roy S.	Menomonie, Wis.
Mueller, Albert M.	New Glarus, Wis.
Myron, Jeanne E.	Baldwin, Wis.
Nelson, Eleanor M.	Wis. Rapids, Wis.
Nelson, Rodney M.	New Auburn, Wis.
Neubauer, Eugene E.	Menomonie, Wis.
Newman, Lorenzo M.	Chippewa Falls, Wis.
Olstad, Harry B.	Menomonie, Wis.
Ostrom, Evert	Clear Lake, Wis.
Owens, Delmar D.	Knapp, Wis.
Paulson, Harold L.	Stoughton, Wis.
Peck, Sarah J.	Durand, Wis.
Potter, Roselyn	Milwaukee, Wis.
Pribnow, Betty Ann	Glidden, Wis.
Price, Margery C.	Menomonie, Wis.
Puhl, Harold	Menomonie, Wis.
Quilling, Jane L.	Menomonie, Wis.
Quilling, Sara B.	Menomonie, Wis.

Rausch, Alma G.	Minneapolis, Minn.
Richert, Robert Vaun	Menomonie, Wis.
Riggert, Margaret L.	Fort Atkinson, Wis.
Ruud, Melford H.	Madison, Wis.
Samdahl, Allan E.	Menomonie, Wis.
Sawyer, Marvin R.	Neenah, Wis.
Schnitger, Harriet W.	Watertown, Wis.
Scott, Madalene M.	Knapp, Wis.
Selves, Elliott A.	Neilsville, Wis.
Slater, Edith L.	Fort Atkinson, Wis.
Smith, M. June	Fond du Lac, Wis.
Snively, Mary Francis	Menomonie, Wis.
Sogge, George	Two Rivers, Wis.
Stallman, Mae Margaret	Menomonie, Wis.
Steiner, Marjory C.	Appleton, Wis.
Stolen, Andreas	Madison, Wis.
Styer, Leo E.	Menomonie, Wis.
Trettin, Elizabeth	Appleton, Wis.
Vasey, Charles K.	Menomonie, Wis.
Voight, Edna M.	Menomonie, Wis.
Volp, Earl A.	Menomonie, Wis.
Von Gonten, Gordon B.	Racine, Wis.
Webb, Betty Margaret	Viola, Wis.
Webert, Maurice Q.	Elk Mound, Wis.
Wieland, Donald H.	Acadia, Wis.
Wivell, William R.	Taconite, Minn.
Wood, James W.	Milford, Ill.
Woerth, Gerald J.	Menomonie, Wis.

Freshman Class

Amundson, Margaret S.	New Auburn, Wis.
Archer, Willard L.	Menomonie, Wis.
Ausman, Vaughn L.	Elk Mound, Wis.
Benjamin, Helen M.	Cumberland, Wis
Blair, Frederick, O.	Downsville, Wis.
Blank, Marcia L.	Milan, Wis.
Block, Betty J.	Woodruff, Wis.
Bockin, Marjorie C.	Winneconne, Wis.
Bolduc, Everett	Pearson, Wis.
Bostwick, Marion B.	Minneapolis, Minn.
Bourgeois, Elaine M.	Two Rivers, Wis.
Brehmer, Christine E.	Menomonie, Wis.
Briggs, Charlotte K.	Durand, Wis.
Brown, Ardis M.	Menomonie, Wis.
Brown, Dean T.	Menomonie, Wis.
Brown, Paul R.	Fergus Falls, Minn.
Bunker, Robert F.	Menomonie, Wis.
Cambell, William H.	Menomonie, Wis.
Canfield, Tom	Menomonie, Wis.
Case, Eugene	Menomonie, Wis.
Chase, Charlotte M.	Sun Prairie, Wis.
Christofferson, Dorothy	Washburn, Wis.
Christenson, William C.	Neenah, Wis.
Clark, Maxine E.	Menomonie, Wis.
Clausen, Elmer E.	Kenosha, Wis.
De Boer, Phyllis A.	Baldwin, Wis.
Derby, Elizabeth C.	Minneapolis, Minn.
Edgeberg, Sadi M	Menomonie, Wis.
Emshoff, Mildred F.	Richland Center, Wis.
Enli, Irwin H.	Menomonie, Wis.
Erpenbach, Doris J.	Elk Mound, Wis.
Foley, Terrence F.	Dorchester, Wis.
Fosdal, Karen	Stoughton, Wis.
Fuener, Tom W.	Minneapolis, Minn.
Fryklund, Robert A.	Prentice, Wis.
Gehring, Lyle V.	Bloomer, Wis.
Ginsbach, Richard D.	Menomonie, Wis.
Govin, Jeanette	Menomonie, Wis.
Gray, Richard J.	La Crosse, Wis.
Griep, John F.	Two Rivers, Wis.
Grinde, Gertrude J.	Cumberland, Wis.
Haaya, Thelma M.	Owen, Wis.
Hanke, Raymond W.	Madison, Wis.
Hanson, Genevieve	Amherst, Wis.
Harrant, Anthony E.	Menomonie, Wis.
Hartung, Frances A.	Arkansaw, Wis
Henning, Richard	Decorah, Iowa
Hintzman, Robert B.	Menomonie, Wis.
Howard, Claude B.	Stanley, Wis.
Jens, Grace H.	Manitowoc, Wis.
Johnson, Douglass F.	Whitewater, Wis.
Johnson, Wallace F.	Menomonie, Wis.
Katzbahn, Benedict F.	Trempealeau, Wis.
Kelley, Marion G.	Reedsburg, Wis.
Kennedy, Eugene J.	Rice Lake, Wis.
Kidd, Roy F.	La Crosse, Wis.
Kirk, Catherine J.	Menomonie, Wis.
Kraft, Harold G.	Menomonie, Wis.
Kringle, Lorette K.	Webster, Wis.
Krause, Kathryn C.	Berlin, Wis.
Krueger, Howard A.	Colfax, Wis.
Laabs, Mernabelle H.	Curtiss, Wis.
Lehmann, Herbert L.	Menomonie, Wis.
Lien, Victor C.	Menomonie, Wis.
Lulich, Rose Marie	Saxon, Wis.
Mc Geunness, Mary H.	Menomonie, Wis.
McClung, Harold C.	Menomonie, Wis.
McLeod, Robert P.	Menomonie, Wis.
Marine, Ruth A.	Menomonie, Wis.
Matz, Dora L.	Frederic, Wis.
Medtlie, Marlys E.	Menomonie, Wis.
Milinovich, Nick J.	Carson Lake, Minn.
Millenbach, James W.	Chassell, Mich.
Milovancevich, Melan	Racine, Wis.
Miller, Donald V.	Menomonie, Wis.
Miller, Jeanne D.	Cumberland, Wis.
Miller, John J.	Nashwauk, Minn.
Morken, Lois J.	Menomonie, Wis.
Morrison, Rowland W.	Madison, Wis.
Munson, Sam N.	Menomonie, Wis.
Navarra, Sara J.	Madison, Wis.
Nobiensky, Garnette F.	Janesville, Wis.
Nogle, Rebecca E.	Mondovi, Wis.
Nutter, Forrest J.	Rice Lake, Wis.
Nutter, Vernetta	Menomonie, Wis.
Odell, William A.	Eureka, Wis.
Olson, Doris R.	Menomonie, Wis.
Olson, Robert C.	Menomonie, Wis.
Oosterhaus, Dorothy J.	Appleton, Wis.
Orvold, Arthur T.	Chippewa Falls, Wis.
Orvold, Chester R.	Chippewa Falls, Wis.
Pagel, Paul V.	Danbury, Wis.
Pearson, Marien	Shell Lake, Wis.
Pease, George O.	Madison, Wis.
Petersen, Audrey L.	Webster, Wis.
Petersen, Marian J.	Weyauwega, Wis.
Peterson, Glenn L.	Menomonie, Wis.
Pollock, Adrian P.	Kenosha, Wis.
Pool, Wayne K.	Plymouth, Wis.
Pribnow, Helen E.	Glidden, Wis.
Quilling, Mary R.	Menomonie, Wis.
Ramsay, Agnes M.	Merrimac, Wis.
Richartz, Lucille E.	Menomonie, Wis.
Riley, Lucille G.	Menomonie, Wis.
Ritter, Robert L.	Kenosha, Wis.
Roen, Arlene A.	Menomonie, Wis.
Roethe, Catherine C.	Fennimore, Wis.
Rowley, Lyle K.	Menomonie, Wis.
Ruesink, Wilma G.	Hudson, Wis.
Rumsey, Robert C.	Rhinelander, Wis.
Running, Margaret D.	Menomonie, Wis.
Schaude, Lawrence E.	Oshkosh, Wis.

Schreiber, Marston L.	La Crosse, Wis.
Schrein, Lois G.	Chippewa Falls, Wis.
Schummers, Jane H.	Minneapolis, Minn.
Schultz, Lester H.	Menomonie, Wis.
Schultz, Robert F.	Menomonie, Wis.
Shutz, Daninel F.	Boyceville, Wis.
Shutz, Herbert D.	Boyceville, Wis.
Shutz, Willard D.	Boyceville, Wis.
Scoville, Sydney C.	Kenosha, Wis.
Sedivy, Helen A.	Phillips, Wis.
Sell, Lorraine K.	Glidden, Wis.
Shafer, Darrel K.	Downsville, Wis.
Silvius, Grace E.	Marshall, Minn.
Simon, Pearl J.	Frederic, Wis.
Slamen, Jeannette A.	Morris, Minn.
Smith, Helen C.	Menomonie, Wis.
Snoyenbos, Jean L.	Mondovi, Wis.
Spreiter, Sherwood G.	Menomonie, Wis.
Starek, Freddie C.	Augusta, Wis.
Steinberg, Doris J.	Phillips, Wis.
Stepehenson, Elizabeth H.	Hillsdale, Wis.
Strand, James W.	Menomonie, Wis.
Styer, Bernadine E.	Menomonie, Wis.
Swanson, Lorraine	Washburn, Wis.
Swant, James A.	Menomonie, Wis.
Toepfer, Susan R.	Sheboygan, Wis.
Treweek, Margaret M.	Rhinelander, Wis.
Trusler, Gretchen M.	Mondovi, Wis.
Turner, Marian B.	Phillips, Wis.
Tuttle, Doris M.	Oconto Falls, Wis.
Very, Robert K.	Menomonie, Wis.
Vogtsberger, Irwin G.	Menomonie, Wis.
Wagner, Marion E.	Menomonie, Wis.
Watson, Elizabeth J.	Appleton, Wis.
Watson, Margaret E.	Manitowoc, Wis.
Webb, Irene	Spring Valley, Wis.
Webert, Irvin G.	Elk Mound, Wis.

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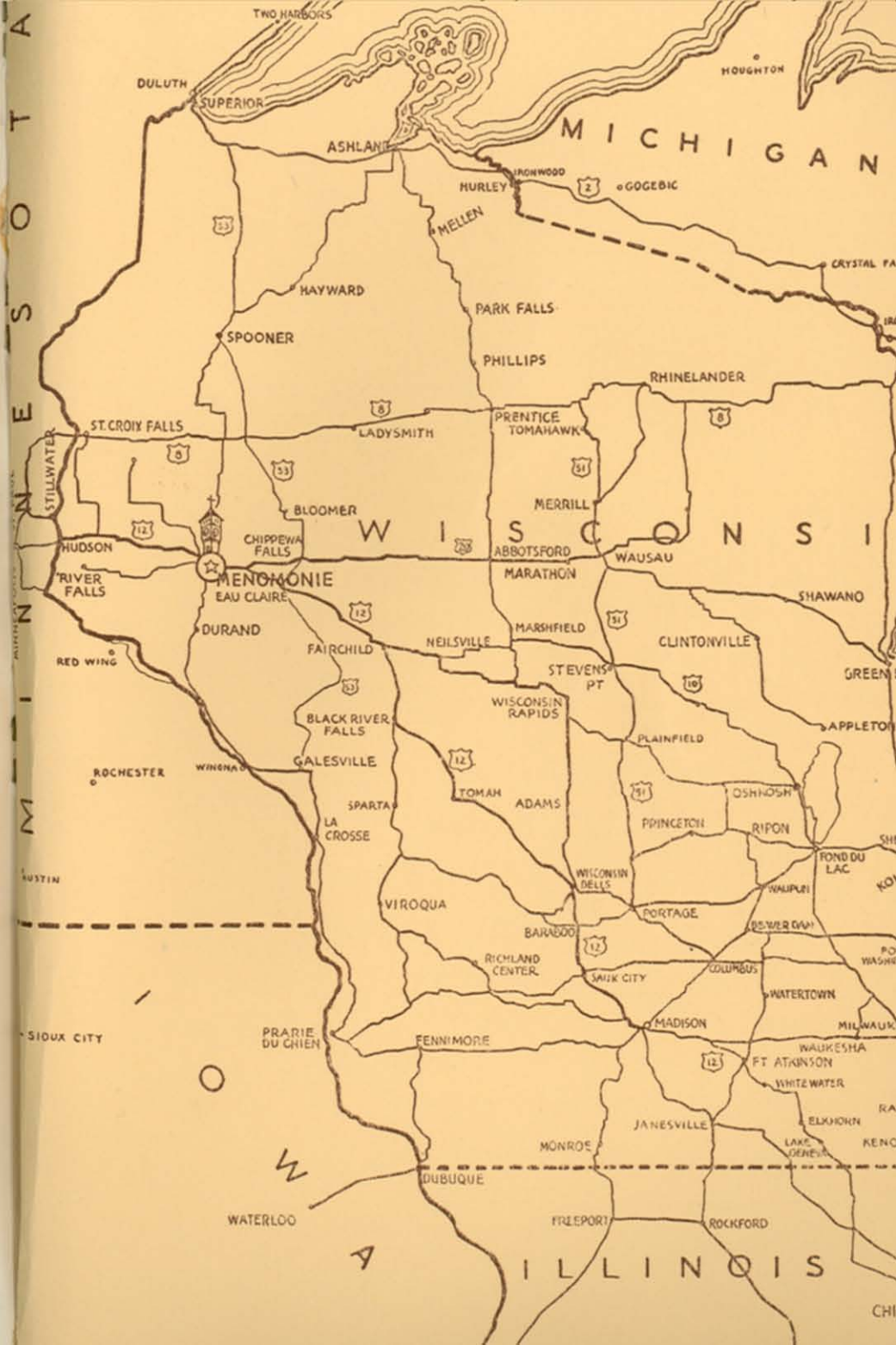
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